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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

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*Godspeed and Best Wishes
to Dr. Edwin H. Zeydel*

HENRI C. OLINGER

THE new managing editor wishes to express in behalf of the members of the National Federation of Modern Language Teachers their compliments and gratitude to Dr. Zeydel who directed the destinies of the *Modern Language Journal* with such competence and distinction for the past five years. Dr. Zeydel kept up the high standards set by his predecessors and now passes on the editorial duties to his successor with a clear conscience and the satisfaction of a job well done. I can only hope that in spite of the emergencies of the war period, I shall be able to follow his example and later earn the approval of our great membership as deservedly as he did.

The Worst Is Over

HENRI C. OLINGER

THE last twenty years have been like a nightmare to us language teachers, but let us forget the past and look forward to a more encouraging future. There is no point in indulging in useless recriminations about the Modern Foreign Language Study and its impossible challenge of giving our students any reasonable command, oral and written, of any language in two years. Nor would we gain anything by whining about the way school administrators shunted out the courses in mathematics and foreign languages on the ground that they were too difficult. We can now smile at these same educationalists who shooed our American youth into vocational and technical programs during the great depression to prepare the young people for industry and commerce when there were no jobs to be had. You can now read with some degree of equanimity and without fear educational pamphlets like the famous *What the High Schools Ought to Teach* which was a most ridiculous indictment of our subject. No longer should we be indignant at the story that when our foreign language teachers offered the languages for the war effort, administrators laughed at our spokesmen on the pretext that there was no place for the foreign languages in the war effort. In fact, one of the most important superintendents of one of the largest cities in the United States shouted and dismissed us with a Falstaffian laugh, "we don't need foreign languages, we need soldiers. Let first things come first."

Today languages are a recognized part of the war effort, and while much time was lost before the Government finally realized their importance, they are today an essential part of training programs in camps, in A.S.T.P. courses, and in many Government training divisions. Yet, we must not fall asleep and expect that our nightmare will suddenly change into a rosy, dreamy paradise. We must prepare for the peace effort. We must lift ourselves by our own bootstraps.

No doubt the same confusion, squabbles and opposition in the new period of the global peace will arise. Nor will superintendents and principals come down from their high perch to beg us to teach languages again. We shall be told that the world needs producers and not linguists. Yet, how will we dispose of our goods and services to the world if we cannot communicate with people of other languages? Will technicians with no knowledge of foreign languages be able to communicate with foreigners?

No, we shall have to carry our message to the public, the parents and even the pupils themselves. These must demand the inclusion of the languages in the new educational curricula after the war.

That foreign languages have been taught successfully in the Government programs will only affect us indirectly. We cannot hope to devote

seventeen hours a week to languages in the high schools, yet the fact remains that if given more time both in class periods and extent of the courses over a period of years, we should be able to give our students a respectable oral and written command of the usual languages within the framework of the secondary schools. This is not only true of our American teachers and students, but has been successfully accomplished for years in Europe. How is it that students in European countries and especially in the Scandinavian countries have been able to learn a foreign language or two over and above their mastery of a general education or of some field of professional specialization?

No longer must we accept to be considered a cheap subject that can be taught by anyone as a side issue or as a minor. We must have teachers who really know the language they teach. We must reorganize and actively support our special language associations as well as the common association of all of us, the *National Federation of Modern Language Teachers* and its *Journal*.

College teachers must not try to rush back to their Ivory Towers from which they were justly and so precipitately thrown out during the early period of this war. These scholarly gentlemen must remember that the secondary schools are the feeder of their classes and as such they must respect and help them.

No, dear colleagues, there is no automatic transference. Foreign languages will not automatically move from the global war to the global peace.

You must prove that hundreds of thousands of American children will have to learn a foreign language over and above their field of specialization. We must acknowledge frankly that this won't be cheap and rapid. Let us no longer accept impossible challenges just for the sake of staying in the curriculum to give jobs for weaker sisters and brethren. Nor must we justify languages on utilitarian grounds alone. The argument that the acquisition of a foreign language contributes richly to cultural development, humanities and the mastery of English is as potent a reason to keep our subject in the high school curriculum as it ever was. Our foreign language needs are varied and far reaching. Let us present a bold and united front. Dissensions and jealousies must not arise in our ranks. We must let all languages seek their proper level and not set up our artificial barriers or props. Only by such concerted action will we be able to introduce and keep the languages in the various parts of the country.

Foreign languages should play an even greater part in the global peace than in the global war period.

Notes on French Usage

I. D'Hitler or de Hitler?

CLIFFORD S. PARKER

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IN AN article published in the *Modern Language Journal* (Vol. XXV, No. 6, March, 1941), Professor William Leonard Schwartz discusses *Things to Put into French Grammars*. I quote his fourth item *in extenso*:

"4. Finally, may I draw general attention to the fact that the name Hitler has today lost its "aspirate 'h'" almost everywhere in France? The *Revue de Paris* (cf. the November, 1939, number) is almost alone in printing "de Hitler" in its pages."

I have recently read Jules Romains' *Sept Mystères du Destin de l'Europe* and have noted the occurrences of the word Hitler preceded by *de* or *que*, where the elision or non-elision of the -e indicates the quality of the H. In other cases, as when Hitler follows a consonant, it is not possible to tell from the printed page whether the H is mute or aspirate. The results of my observation are as follows:

Page 29	d'Hitler	Page 230	qu'Hitler
" 43	qu'Hitler	" 232	qu'Hitler
" 75	d'Hitler	" 241	qu'Hitler
" 129	d'Hitler	" 282	d'Hitler
" 135	qu'Hitler	" 296	d'Hitler
" 151	d'Hitler	" 316	qu'Hitler
" 180	d'Hitler		
" 181	d'Hitler	" 128	de Hitler
" 181	d'Hitler	" 136	que Hitler
" 190	d'Hitler	" 307	de Hitler

The score is 16 to 3 in favor of the mute H, but the three cases of aspirate H are disconcerting.

In reading other recent books by French authors, I have similarly noted the usage before Hitler. In *France de ce Monde*, by Pierre de Lanux, I found:

Page 110 d'Hitler

Page 111 de Hitler

In *Devoirs d'aujourd'hui et Devoirs de demain* by André Morize, I came across only one example: Page 32: de Hitler.

The volume entitled *France, 1940-1942* by Howard C. Rice contains surprisingly few mentions of the name Hitler; such an item as "Herr Hitler" obviously conceals the nature of the H. But in the parody of Charles d'Orléans' ballade, *Encore est vive la Souris*, on page 127, I find "qu'Hitler," while in Louis Cons' *Dialogue entre un Français Libre et un Homme de Vichy*, pages 162-4, the author uses "que Hitler" once and "de Hitler" twice.

J'ai Faim (Journal d'un Français en France depuis l'Armistice) by Louis Le François (pseud.), contains "aux côtés de Hitler" (page 116) and "Parce que Hitler" (page 160).

Gustave Cohen, in *Lettres aux Américains*, writes "d'Hitler" on pages 22 and 197 but "de Hitler" on pages 74, 86, and 120.

Yves Simon, author of *La Marche à la Délivrance*, consistently writes "de Hitler" (pages 50, 61, 91, and 124).

M. E. Coindreau, in *Les Œuvres nouvelles*, gives us "d'Hitler" (page 174).

Finally, in the issue of *Pour la Victoire* for November 20, 1943, I find Henri de Kerillis writing "qu'Hitler" and "d'Hitler" (page 1), Geneviève Tabouis using "d'Hitler" (page 2), but an anonymous article (page 14) offering "de Hitler."

The examples listed above give as totals:

Mute H 24

Aspirate H 18

It is, however, only the abundance of examples in one volume by Jules Romains that tips the scales towards the mute H. If we exclude for a moment the work of M. Romains, we have, for eleven authors, the following results:

Mute H 8

Aspirate H 15

The prevailing confusion in regard to the H in Hitler is quite natural in view of the uncertainty of French usage before a capital H. On the one hand we have "de Hérédia"; on the other hand, Racine, in *Phèdre*, gives us "d'Hippolyte" and Hugo writes "d'Hernani." One finds "le succès de de *Henri III et sa cour*" (by Dumas père) and *Vie de Henri IV*, by P. de Lanux; but Paul Hazard, in his *Vie de Stendhal*, writes "le nom d'Henri Beyle" and "qu'Henri Beyle." Who can say whether the H in Henri is mute or aspirate?

In drawing any conclusion about the H in Hitler, one must consider, first, the possibility of defective proof-reading, especially when an author is inconsistent in his usage; secondly, the fact that the books investigated were all published in this country (since 1939). But the writers are masters of French style and their practice in itself tends to establish authoritative usage. I conclude simply that the use of a mute or an aspirate H in *Hitler* is still a matter of individual preference on the part of various writers. Usage has not yet crystallized into a rule.

" . . . But the Patient Died!!"

M. MARGARET SMITH

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(*Author's summary.*—For three years, the author personally conducted the Manasquan Experiment in teaching French in grades one to eight. A complete description of the syllabus was printed in this magazine in December, 1941. Several grave drawbacks to the scheme are discussed below.)

WE NEVER had a chance! We were out for the count before we entered the ring. We are constantly encouraged, even urged, to use our ingenuity, all sorts of new methods, and every kind of supplementary device to put across our pet subject as painlessly and attractively as possible. Alas, we meet a stone wall built of apparently-trivial technicalities.

All language teachers realize that the earlier contact the child has with a foreign language the better and quicker will be the results. He is bilingual, and learns blindly the sounds repeated to him. Dr. Cole has stated: "The trouble has been that we modern-language teachers have wished to have our cake and eat it too. The time is too limited. . . ." And, therein lies our stumbling-block. Here in Manasquan, in the French course we have aroused and held the interest and cooperation of nearly all the elementary school students, only to be met with the fact that French may not be given in grade nine because the traditional curricula must not be upset. The first year in high school is the crucial one for our Experiment, and the whole set-up of French in grades one to eight should be abolished if it cannot be clinched by the addition of the regular French course in grade nine. Varied repetition alone in the lower grades will enable a child to reach a limited understanding, but a good groundwork of unconscious grammatical usage is not enough. When he reaches the age of reason, the connection must be made between elementary and secondary courses without the fatal lay-over of an entire year—long enough for most of us to forget our French!

In grades one to five, the set-up permitted only twenty-five minutes per week for French. You, who teach regular periods daily in high school or college, know that *your* time is insufficient to cover the myriad of things you want to say and do to teach even the basic requirements. Yet, that meagre twenty-five minutes produced, over three years, astounding results. Grades six to eight were allotted two thirty-minute periods weekly. In this brief time an effort was made to introduce some fundamentals of simple grammar. Because of constantly-changing personnel, necessitating strict disciplinary action by the entire faculty, several unnecessary obstacles were unintentionally thrown into the slow-moving wheels of progress.

The whole problem simmers down to a matter of time and continuity. If the authorities-that-be give us more time, of what use is it without continuous study throughout the transition year? And if we succeed in introducing French in grade nine, will it matter, if sufficient time is still lacking in the elementary school? We must have half a cake and half a penny, to produce honest, fair results. If we can't do it right, let's not do it at all! I fear we are trying to lock the book after the page is stolen!

Spanish Instruction by Semidirect Method

FRANK E. SNOW

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(*Author's summary.*—The present age demands the conquest of the spoken language. An efficient means to obtain this aim is the "semidirect method": Classes are conducted in the foreign language with convenient interruptions in the student's native tongue to control his comprehension. An outline of this method as used at Quito, Ecuador. Necessary provisions in its adoption with U. S. students.)

IN ONE of his recent addresses on the radio program of the "Fiesta Panamericana" Vice-president Wallace said: "El mundo obtendrá la paz verdadera cuando adquiramos mayor comprensión y simpatía por el pueblo de otras naciones. El poseer el idioma de otro pueblo amplía tanto la perspectiva y los sentimientos, que en realidad uno llega a tener una alma más. Yo espero que nosotros los norteamericanos adquiramos tal dominio del español, que tengamos una alma latina además del alma norteamericana, y que los latinoamericanos adquieran tal dominio del inglés, que ellos también puedan comprendernos." (From: ABC, Chicago, Ill., Enero 30, 1943.) This vivid desire to approach, understand and learn to love our foreign neighbors by the direct means of the spoken language visualizes the study of a language under a conception where there is no room for one "generally accepted reading-aim" and it restores the word "language," lat. "lingua," in its true meaning. It is a challenge to conquer the foreign "tongue."

In no time has this need been more sorely felt than today. In North Africa there are thousands of American soldiers, former French students, who now are unable to get in close contact with the French speaking population on account of their sterile knowledge of the language. And the same deplorable situation will be confronted again and again, wherever in the course of this war physical contacts are established with the people of other nations. There will be no hope of making these contacts spiritual and permanent.

It is not on account of this war that we ought to understand and to speak foreign tongues. The war, however, is an occasion which made this need clearer and more urgent than ever before. It was also this war that caused the particular demand for Spanish instruction, by drawing us ever closer to our South American neighbors and making us keenly conscious of their existence. If we do not want to face the negative result that we faced after World War number I, that is, after a sudden increase an even more sudden decrease in Spanish, first of all we have to see with clear eyes the present situation and to agree concerning the pursuit of a new aim adequate to a new and dynamic age. To bring about the new aim, to give the student the thrilling experience of conquering the sounding language, instead of its mute image, means to guarantee its survival. For only in this way can we enrich the student's "soul" (to quote Vice-president Wallace) with a gift, too vital to be ever thrown away like a cheap merchandise.

The spoken language involves two major functions: aural comprehension and talking. Although it is conceivable that a student be taught to say a certain number of foreign sentences, this would not mean that he is capable of understanding these very sentences when pronounced by another person; therefore, his way of "talking" would be a sterile one. Natural speaking is the result of listening, comprehending and finally imitating with the tongue the sounds perceived by the ear. This process finds its best illustration in the early stage of a child's language: The child comprehends the meaning of many sounds which it is still unable to pronounce. Thus, natural talking will be organically brought about only if it is preceded by, respectively goes hand in hand with, an intense training of the student's aural capacities as well as a most careful control of his pronunciation.

I had several opportunities to observe foreigners in various countries of Europe and South America, whose greatest difficulty always seemed to be the understanding of the natives. The most striking of my experiences concerning this particular point I had at Quito, Ecuador, where I was teaching at a Languages School; a large part of the students were recently immigrated people who badly needed to learn the language of their adopted country. Many of them had studied the Spanish fundamentals; they could stammer the most necessary words; they also had often a conspicuous reading capacity. Yet, they were entirely unable to understand the spoken Spanish.

I should like to describe in its main lines the method used in these courses, the guiding principle of which has since proved to be rather successful with our U. S. students.

According to the mentioned situation my first objective was to convey to my students the comprehension of the spoken Spanish. Thus, I started to speak slowly and distinctly in Spanish, often repeating and translating the meaning of the Spanish words into the native tongue of my students, and writing the new Spanish expressions on the blackboard. Going on, I made it a point to use the new expressions as often as possible, and when I checked on my listeners, again in their native tongue, I realized a remarkable progress in their aural comprehension. Gradually I increased the speed in talking Spanish to the students, conveniently decreasing the interpretation into their native tongue. I did not use any book; the text was rather built up during the courses themselves. The Spanish grammar was explained thoroughly, but by means of a practical and simplified presentation. (Concerning this point more later.) Exercises and conversation were based on the course vocabulary, which, needless to say, covered all practical aspects of the students' life in the new country. The ever improving comprehension allowed an increase in the conversational part. However, at the end of the first third of the course (which lasted three months with five full hour recitations a week) the aural comprehension was easily superior to the capacity for speaking. The development of this latter faculty was one of the main objectives of the second two months. All the time that had

to be used during the first month to cover the fundamentals could now be given to the speaking aim. Part of the home work was dedicated to the elaboration of brief reports about newspaper and magazine articles, daily activities, in short, any topic of current interest, to be delivered in class as informal speeches. On these occasions I always encouraged the students to speak freely, instead of clinging too frequently with their eyes on their notes. Concluding: All of these courses I conducted in Spanish, making conveniently sure, by means of the native tongue of my students, that they could follow at all times. I should like to call this method "semidirect." On account of the parenthetical interruptions in the student's native tongue the "semidirect method" appears to be slower than the "direct method." In reality, however, it is faster and more efficient than the latter; for it affords the assurance that the meaning of the foreign sounds is accurately and at once conveyed to the student, and, at the same time, it allows a constant control of his comprehension. The ultimate aim is to convert the semidirect method into a direct method by a steady decrease of the supplementary part in the student's native tongue, proportional to the increase in his aural comprehension.

These courses, which were taught at Quito, obviously were favored by the following facts: 1) The students were living in the foreign country itself, being therefore *nolens volens* surrounded by all imaginable and genuine "realia"; 2) at all times they felt the constant need to learn the new language, their principal and only "subject."

On the other hand there were also two strongly negative factors: a) Most of the students were over thirty years of age, thus naturally slower than regular students; b) all of them, having recently immigrated to the country, had many worries about adjusting and establishing themselves in the New World, a factor which proved to be very harmful to their concentration on the task of studying the language.

Their children, as everybody would expect, learned the language very quickly in the natural and "direct" way by the contact with their Ecuadorian schoolmates and teachers. As supervisor of an Ecuadorian school I was able to observe this process in some pupils who had recently immigrated from various European countries. However, even with these children the "semidirect" principle proved helpful whenever newcomers could be guided, in and outside class, by their little fellow-citizens who already had mastery of the language. Thus, a newly entered Czech child, for instance, was, whenever possible, given a neighbor of the same nationality who already understood and spoke Spanish. These "interpreters" quickened considerably the learning process for their fellow citizens.

Adoption of the Semidirect Method with U. S. Students

Adopting the semidirect method with our U. S. students, the following provisions should be made:

In most cases books will have to be used. Occasionally certain fundamentals may be explained only in English for the sake of saving time.

Especially in beginner's courses constant and most careful consideration ought to be given to a correct Spanish pronunciation. The students should often repeat, individually and together, written or unwritten sentences as well as all preparatory vocabulary, previously pronounced by the instructor.

Unless there are specifically written assignments, at all times students are to prepare their homework aloud. This includes also the conversational part, questions and answers, which most books contain. Outside class work thus assumes the function of an oral self-training. Accordingly, the homework should be acknowledged by the instructor only if the student's corresponding pronunciation proves satisfactory. The formation of the habit of studying orally at home will perfectly supplement the instructor's conversational method in class. It will make it much easier for the student to recognize, that is, to comprehend, his newly acquired vocabulary, whenever and in whatever connection pronounced by the instructor. Thus, the opportunity to strengthen and secure promptly and effectively the student's vocabulary is placed in the instructor's hand—an important advantage, considering that a definite retention of new words generally requires intense practice.

For the aural recognition of cognates students need to be advised to visualize the spelling of perceived new words. Thus they will often comprehend them, while they probably would be unable to understand, e.g., the Spanish word "idea," when merely hearing it for the first time. The capacity for visualizing aurally perceived words can be brought about by an adequate training: by pronouncing new words and asking the student to spell them at once.

The greatest problem of all, that of making the student speak, often is aggravated, if not caused, by a certain timid reluctance on his part, as well as his lack of imagination in handling his still poor vocabulary and in answering questions. It will always prove easy for a beginner to follow the advice to "pick up" and repeat in his answer the greatest possible number of the words contained in the instructor's question, modifying it to a minimum degree. Consequently, the instructor's questions ought to fit such a simple kind of elementary "conversation." After these first steps it will become gradually easier to develop the student's speaking ability.

The best time for conversation undoubtedly is the first period of the class, when the student's receptive faculties are still at best. For listening to the foreign tongue, as well as trying to answer questions, consumes a considerable amount of attentive energy. There comes usually the point when the instructor realizes that his students are getting tired from the effort to follow him. And this is the moment to pass to the second part of the class, usually consisting of checking on the student's homework, Spanish

reading, preparation of new lessons, etc. Incidentally, Spanish home reading ought not only to be done in Spanish, but also, at least occasionally, translated into English. This is a means to check on the effectiveness of the student's preparation and comprehension.

On the other hand: occasional home translations from English into Spanish will serve the student more as a means for checking on his prompt vocabulary and grammar command than build his ability to compose. The latter skill will more naturally and effectively develop along with his capacity to speak, since the written language is eminently the image of the spoken language. (This statement, of course, does not apply to the more elevated literary style.)

The beginner's book which will best serve the purpose of the semidirect method is the one that offers a useful vocabulary with plenty of everyday idioms distributed over short reading lessons covering various practical topics. For only concise lessons will enable the instructor to cover and enrich in one class the whole topic by means of his conversational method, and leave him besides enough time to dedicate to the additional class work.

Elementary books that deal only with one main topic, as for instance cultural matter, in the long run have a tiring effect on both students and instructor, without giving the student a real cultural background of Spain or South American countries. For cultural information students ought to read up-to-date books written in English. This does not mean, of course, that cultural matter ought to be excluded from our elementary books. It means only that the unilateral dealing with one exclusive topic is not advisable for beginner's classes conducted in the semidirect method.

The semidirect method, as well as any other method, I think, calls for a quick and practical grammar presentation; for all conversation obviously will have to be in itself restricted as long as the fundamentals are not completely covered. This can be easily done within the first semester.

Much time, for example, could be saved by a different dealing with the Spanish Verb, one of the major topics in the Spanish Grammar. The whole question should be treated much like a system of numbers of which we practically know all, if we know those from zero to nine and how to combine or exchange them to obtain all others. All we need is a logical arrangement which shows that most forms are differentiated by a mere interchange or simple variation of their characteristic ending vowels.

The developing picture of the regular conjugations should not be distorted by a simultaneous appearance of irregular verb forms.

On the other hand, all analogously irregular forms ought to be presented as common groups.

With such a procedure the students would not have to memorize verb forms one by one; but they could see and hear the whole system like a musical score.

Whenever possible, the fundamentals ought to be interpreted as an outgrowth of vital tendencies of the spoken language, instead of being abstractly presented as scores of meaningless rules. Thus, an explanation like the following will easily make sense to the student: The Spanish future is formed, similar to the English future, with an auxiliary verb; therefore, e.g., "acabaré" is nothing but a natural speech contraction of: "acabar he" (I have to, i.e., I shall finish). Incidentally, this phenomenon becomes even more evident in Portuguese, when a future is combined with a pronoun, e.g., "acabá-lo-ei."

Many peculiarities in verbs, nouns and pronouns can be made clear by similar tendencies which attest the constant development of the language, as principles of euphony, assimilation, analogy, etc. In short, it will always be efficient to reduce a rule to its essence.

Bearing in mind that the language is neither based on a rigid scheme of graded words nor on an unchangeable constellation of rules, we ought to convey to our students by all available means, and at all times, its living sense; for only then will the language become a potential factor and re-assume its natural function of establishing a direct relationship among men.

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Purpose with Por and Para*

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*P*OR with infinitives to denote purpose is one of the "fine points" ignored by most elementary grammars. Although other distinctions of lesser frequency are taught, the average textbook is content to offer *para* in this construction and omit *por*, doubtless justifying itself on the ground that one way of expressing the idea is enough, but probably moved as well by the fact that the difference is a psychological, subjective one, depending on the intent and attitude of the speaker, which makes it too difficult to teach.

Actually we have been too prone to ignore subjective distinctions. It is possible to analyze *por* and *para* with infinitives and arrive at a clear statement of the difference, one that is readily teachable. Without attempting to make a historical study of how the present usage grew up, let us take the phenomenon as given and see whether the choice of one or the other preposition may be hinged to a single principle.

It might seem that *a* ought to be considered alongside of *por* and *para*, since "Vengo a verlo," "Vengo para verlo," and "Vengo por verlo" are all acceptable translations of "I come in order to see it." For a historical analysis this would be fitting; but in usage *a* is so simple to teach that it may be left aside. We have only to point out to the student that *a* may be used before an infinitive after any verb which may govern it before an ordinary noun (if "Corrió a la estación" is correct, "Corrió a verme" is also correct), apply this to verbs of motion and add that the construction with *a* shows a purposive connection but reveals nothing of the *kind* of purpose, and *a* is disposed of. *Por* and *para*, however, cannot be handled mechanically.

The use of both prepositions with infinitives is of long standing. In the thirteenth stanza of the *Poema de Fernán González* appears the verse:

"*Pora* ir buscar un puerco, metiós *por* las montañas";

and the eighteenth stanza reads as follows:

"A ti me manifiesto, Virgen Santa María,
que de esta santidad, Señora, yo non sabía;
por í fazer enojo yo aquí non entraría,
sí non *por* dar ofrenda o *por* fazer romería."

This is spoken in apology for having unintentionally broken into the sanctuary of a hermitage.

* Thanks go herewith to several of my friends, especially J. M. Osma, W. E. Bull, E. Neale-Silva, and Lloyd Kasten, who allowed themselves to be interrogated unmercifully on this subject. They are not, of course, responsible for any errors in my text.

One other historical point concerns us: the disappearance of *porque* as a purposive conjunction. Although not entirely obsolete,¹ *porque* has been absorbed by *para que*, *de modo que*, *de manera que*, *a fin de que*, *de suerte que*, and other conjunctions of this type, and rarely appears nowadays—in fact, it is small wonder that it should have been lost among such a variety of ways of expressing pretty much the same idea. But where it was used, and on the infrequent occasions when it is still used, *porque* versus *para que* with clauses is identical with *por* versus *para* before infinitives. This is easy to demonstrate from Cervantes. *El Celoso Extremeño* is of convenient length for a simple count, and offers, besides, examples of all the purposive uses of *por* as they are usually classified. The examples chosen for consideration here include all instances of *para*, *por*, *para que*, and *porque* denoting purpose and modifying a verb or verbal idea. Expressions like “un aparato para matar moscas” are omitted, since a mere noun is modified; but “sus esfuerzos por conseguir su objeto” would be included, since *esfuerzos*, though a noun, names an action. Actually instances of *por* with nouns are comparatively few, *por* with infinitive usually being employed to modify a verb or verbal phrase. The reason for eliminating noun-modifiers is that of keeping *por* and *para* to those instances where they might be confused. A good test is to see whether the English *in order to* or *in order that* may be supplied.

The first fact that emerges is the high proportion of examples of *por*. One can read many pages of modern fiction without coming across any examples of *por* with infinitives; yet here there are eleven of *por* to fourteen of *para* and five of *porque* to nine of *para que*. Furthermore, of the total of twenty-three of *para* and *para que*, six are ambiguous and might be taken to modify nouns:²

Ex. 1. “Ellos le pidieron tiempo *para* informarse de lo que decía, y que él también le tendría *para* enterarse ser verdad lo que de su nobleza le habían dicho.” Page 95.

Ex. 2. “Compró un rico menaje *para* adornar la casa.” Page 98.

Ex. 3. “Dificultaban el modo que se tendría *para* intentar tan dificultosa hazaña.” Page 107.

Ex. 4. “Propuso en sí de ponerla por anzuelo *para* pescar a su señora.” Page 153.

Ex. 5. “Tomara la venganza que aquella grande maldad requería, si se hallara con armas *para* poder tomarla.” Page 159.

If all six are thrown out, *por* becomes almost equal to *para*. Later we shall attempt an explanation of this great frequency, from the modern point of view, of *por*. For the present it is evident that *para* has been the more aggressive of the two prepositions, partially superseding *por* and, in the form

¹ The *Revista de los Archivos Nacionales de Costa Rica*, May-June 1943, p. 299, gives this in a speech of D. Francisco Calvo, delivered in 1870: “Cartago . . . ha promovido la enseñanza, sus autoridades han velado porque no faltase.”

² The pages as given refer to the *Clásicos Castellanos* edition of the *Novelas Ejemplares*, II, Madrid, 1917.

para que along with other purposive conjunctions, almost completely ousting *porque*. It would also nowadays replace *por* in this example:

Ex. 6. "Diera un brazo por poder abrir la puerta." Page 110.

The modern rejection of *por* before *poder* seems to be partly stylistic, due to the unpleasant similarity of the sounds, but may also have to do with meaning, in that the *poder* is somewhat redundant.

Following are the unambiguous examples of *para* and *para que*:

- Ex. 7. "Y a quien más encargó la guarda y regalo de Leonora fué a una dueña de mucha prudencia y gravedad, que recibió como para aya de Leonora y *para que* fuese superintendente de todo lo que en la casa se hiciese, y *para que* mandase a las esclavas y a otras dos doncellas de la misma edad de Leonora, que *para que* se entretuviese con las de sus mismos años asimismo había recibido." Page 100.
- Ex. 8. "Mirad que no dejéis de venir a cantar aquí las noches que tardáredes en traer lo que habéis de hacer *para* entrar acá dentro." Page 120.
- Ex. 9. "A lo demás dijo que *para* poderle ver hiciesen un agujero pequeño en el torno." Page 129.
- Ex. 10. "Traer a su señora *para que* le viese y oyese." Page 131.
- Ex. 11. "Pidiéndoles encarecidamente buscasen alguna cosa que provocase a sueño, *para* dárselo a Carrizales." Page 131.
- Ex. 12. "Lo primero que hicieron fué barrenar el torno *para* ver al músico." Page 132.
- Ex. 13. "Ponfase una al agujero *para* verle, y luego otra." Page 132.
- Ex. 14. "Todas rogaron a Luis diese orden y traza como el señor su maestro entrase allá dentro, *para* oírle y verle de más cerca." Page 133.
- Ex. 15. "¿Qué medio se dará *para que* entre acá dentro el señor maeso?" Page 135.
- Ex. 16. "Les pidió si traían los polvos, o otra cosa, como se la había pedido, *para que* Carrizales durmiese." Page 137.
- Ex. 17. "Mas *para que* todas estén seguras de mi buen deseo, determino de jurar como católico y buen varón." Page 146.
- Ex. 18. "Hizo muestras de arrojársele a los pies *para* besarle las manos." Page 147.
- Ex. 19. "Decían era menester *para que* en sí volviese." Page 161.
- Ex. 20. "No será menester traeros testigos *para que* me creáis una verdad que quiero deciros." Page 164.
- Ex. 21. "Quiero que se traiga luego aquí un escribano, *para* hacer de nuevo mi testamento." Page 167.

Though not explicitly present in all these examples, there is a common suggestion of "taking steps"; in five (examples 8, 14, 15, 20, and 21) this suggestion is verbally present in such phrases as "lo que habéis de hacer," "dar orden y traza," etc. It might be said that *para* represents *planning*.

The explanations of *por* with infinitive to denote purpose, as commonly given, are the following, extracted from sixteen elementary and review textbooks: (1) *por* expresses 'uncertain result'; (2) *por* expresses 'effort' or 'striving'; (3) *por* expresses 'desire' or 'feeling'; and (4) *por* translates the English 'for the sake of.'

Since these four explanations deal with a common phenomenon, they overlap somewhat; nevertheless, the examples from Cervantes fall under them with a fair degree of clarity. Since they are functionally the same, *por* and *porque* are given together, as were *para* and *para que* above.

(1) Uncertain result:

Ex. 22. "Mudando la voz *por* no ser conocido." Page 109.

Ex. 23. "No se atrevió a tocar de día, *porque* su amo no le oyese." Page 126.

Ex. 24. "*Porque* le pudiesen ver mejor, andaba el negro paseándole el cuerpo de arriba abajo." Page 133.

Ex. 25. "Y anda, no te detengas más, *porque* no se nos pase la noche en pláticas." Page 142.

Ex. 26. "Andando pie ante pie *por* no ser sentido." Page 159.

Ex. 27. "Le volvió de un lado a otro, *por* ver si despertaba sin ponerles en necesidad de lavarle con vinagre." Page 160.

(2) Effort or striving:

Ex. 28. "Vuelas mercedes pугnen *por* sacar en cera la llave." Page 135.

Ex. 29. "Su señora les había dicho que en durmiéndose el viejo, haría *por* tomarle la llave maestra." Page 138.

(3) Desire or feeling:

Ex. 30. "Ya me comen los dedos *por* verlos puestos en la guitarra." Page 120.

Ex. 31. "Me muero *por* oír una buena voz." Page 125.

Ex. 32. "Había pedido con muchos ruegos a su maestro fuese contento de cantar y tañer aquella noche al torno, *porque* él pudiese cumplir la palabra que había dado de hacer oír a las criadas una voz extremada." Page 126.

Ex. 33. "Esperando Loaysa con gran deseo la venidera [noche] *por* ver si se le cumplía la palabra prometida de la llave." Page 138.

Ex. 34. "Mas *porque* todo el mundo vea el valor de los quilates de la voluntad y fe con que te quise, en este último trance de mi vida quiero mostrarlo de modo, que quede en el mundo por ejemplo." Page 167.

Example 6, above, also belongs in this class.

(4) 'For the sake of':

Ex. 35. "Y así pasaba el tiempo con su dueña, doncellas y esclavas, y ellas, *por* pasarle mejor, dieron en ser golosas." Page 101.

Ex. 36. "Dijo que haría lo que su buen discípulo pedía, sólo *por* darle gusto, sin otro interés alguno." Page 126.

But such a four-way classification, besides missing the common principle that binds all four together, is not sufficiently definite to rule out *para*. The student can readily find or invent examples with *para* that appear to show the same traits: thus in "He reservado este dinero *para* comprar la casa" the result is uncertain, since the owner may refuse to sell (only by carefully explaining that the certainty or uncertainty is subjective, in the mind of the speaker, can this be obviated—but most textbooks leave it undefined); in "Está trabajando de firme *para* graduarse el año que viene" there is as much effort or striving as in any instance of *por*; in "Quiere demostrar su inocencia, *para* salvarse" there is plenty of desire or feeling. And 'for the sake of' could translate any of these instances of *para*. To add to the confusion, no textbook that I have found treats all four explanations; most of them are content with one or two.

Before attempting a synthesis, let us glean a few more examples. First, those used by the textbooks to illustrate *por*:

- Ex. 37. Hace lo posible *por* conseguirlo.
- Ex. 38. Yo daría mis riquezas *por* salvarla.
- Ex. 39. Luchando *por* entrar.
- Ex. 40. Hacía esfuerzos *por* mostrarse disgustado.
- Ex. 41. Luchó con furia *por* desasirse.
- Ex. 42. Pasó veinte años esforzándose *por* aclarar el misterio.
- Ex. 43. Se desviven *por* aventajar a sus vecinas.
- Ex. 44. Me volví *por* verlo.

Now from miscellaneous sources:

- Ex. 45. "Fué tanto lo que el pastor la aborreció . . . que, *por* no verla, se quiso ausentar de aquella tierra." Cervantes, *Don Quixote*, Part 1, Chapter 20.
- Ex. 46. "Algún mal encantador de estos que él dice que le quieren mal la habrá mudado la figura, *por* hacerle mal y daño." *Ibid.*, Part 2, Chapter 10.
- Ex. 47. "Si sabes que estoy muriendo/ *Por* dar la mano a don Mendo." Ruiz de Alarcón, *Las Paredes Oyén*, Line 432.
- Ex. 48. "Yo, que siempre of decir: 'Dime con quién andas y diréte quién eres,' *por* ir con buena compañía puse el pie en el umbral del camino." Quevedo, *Las Zahuradas de Plutón*.
- Ex. 49. "Llegueme más cerca *por* oírlos." *Ibid.*
- Ex. 50. "No te interrogué *por* saber tu intención . . . , sino *por* oírte las bonitas promesas con que la encubres." Galdós, *Electra*, Act 3, Scene 10.
- Ex. 51. "Pugnaba *por* arrastrarme consigo." Becquer, *La Cruz del Diablo*.

Let us now unravel certain common elements from among all the foregoing examples of *por*, considering the four rules given above as the first four:

- (5) The action introduced by *por* is of more than usual importance.
- (6) The governing verb or phrase oftener than not indicates a broad and general action rather than a single, specific one.
- (7) Instances of *por no* are especially frequent.
- (8) The notion of "satisfaction" is present with *por*, absent with *para*.
- (9) The governing action is personal; such a construction as "Es necesario para demostrarlo" (the English here would admit 'for the sake of!') would not call for *por*.

One more factor that must be taken into account is the fundamental use of *por* to show causation, as in "*Por* ser tan viejo no quería acompañar a los jóvenes," or in this from Valdés,³ "Ni *por* sacurdirle fuertemente por el brazo ni *por* dirigirle los insultos más groseros fué posible que cerrase la boca."

This use of *por* as a sign of causation supplies, I believe, the key to the problem. When do actions constitute causes, in the individual, of other actions that seem to precede them in time? When they operate as *underlying motives* or *incentives*. In saying "Vengo *para* verlo" I imply that I *aim* to see him; but with "Vengo *por* verlo" I imply that I *am moved* to see

³ "Impresiones Musicales" in *La Novela de un Novelista*.

him. With *para* one makes a conscious and deliberate choice, plans, takes steps; with *por* one acts to satisfy some felt need, very often some need of the organism as a whole. Hence the implication, with "Vengo por verlo," that 'I need to see him.'

An analysis of purposes always reveals a point beyond which one cannot go, a point where "you do it just because you do it," where the question "why?" ceases to elicit information but elicits instead a rationalization or just irritation. I refer to introspective analysis, of course, the kind on which a subjective distinction such as this would have to be based; objective psychological analysis might go on indefinitely. At this stopping-point stands *por*. For example: "I took the cab in order to catch the train in order to arrive on time in order to, etc., etc.," can be carried out to the place where one encounters a purpose that is held just for its own sake, as, for example, "in order not to disappoint my mother." This rock-bottom purpose is shown by *por*; it is the incentive, that which makes the chain of actions worth while. To show the contrast in Spanish:

"¿Por qué le diste el regalo?"

"Se lo di *para* complacerle."

"¿Y por qué quieres complacerle?"

"Lo hago *por* heredar su dinero."

The intent of *por* to designate underlying motive or incentive also explains its relative infrequency as compared with *para*. Modern writing in general, and especially modern fiction, is far more objective than that of any preceding epoch. Where Cervantes was not averse to revealing the underlying motives and inner feelings of his characters, a modern writer would feel that he had no right to act the part of omniscience, and would prefer to let his readers guess at those internal secrets. The temper of our conversations has changed, too; we fancy ourselves intellectual and hard-boiled, and consequently tend away from revealing underlying motives.

Examining the theory in the light of the nine foregoing "rules" we find that: (1) Underlying motives or incentives impel one to act even when the outcome may be doubtful; hence one frequently has 'uncertain result.' (2) Great physical effort is most frequently indulged in to accomplish a strongly motivated end; hence 'effort' or 'striving.' (3) Strong feelings and desires are underlying motives (though not all underlying motives and incentives need be feelings or desires). (4) 'For the sake of' is useful in many cases where an incentive is expressed, though not good as a criterion, unless specially defined, since *para* may also be so translated. (5) Underlying motives and incentives always loom with particular urgency or importance. (6) They impel to more than one individual act; hence the frequency of broad and general action. (7) *Por no*, 'in order not to,' is the verbal formula that we use to express the many inhibitions that living with fellow human

beings imposes upon us, and which operate as negative incentives—'in order not to create a wrong impression,' 'in order not to give cause for gossip,' 'in order not to wake you.' More generally, it is used for those actions which, if they are not avoided, will bring unpleasant results; avoidance thus becomes a strong incentive. But if the negative is really but a substitute for an affirmative verb, *para* is called for: "Me di prisa para no perder (=para coger) el tren"; "Hurté el cuerpo para no ser cogido (=para escaparme)"; "Se abrazó al cuello del alcalde para no caerse (=para sostenerse)."⁴ (8) Underlying motives and incentives, being felt needs, impel to the satisfaction of those needs. (9) The personal reference obviously has to be specific, since the attitude of the individual psyche is what determines the choice of *por*.

So the theory appears to stand the test, and represents, I believe, a true synthesis.

If called upon to set up a textbook rule, one might say: "*Por* and *para* are both used with infinitives to designate purpose. *Para*, in keeping with its fundamental notion of *direction*, shows the *aim* of an action and is always conscious and deliberate. *Por*, in keeping with its fundamental notion of *cause*, shows the *underlying motive* which is felt as an incentive or need that must be satisfied. Depending on the attitude of the speaker, either may be used in most expressions; but *para* is more frequent than *por*, since we reveal our aims more often than our underlying motives."

⁴ Escrich, *Fortuna*, Chapter 4.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

Skills and Methods Developed in Spanish Classes with the Object of Extending the Reading Program in English

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DUE to the relationships in a world at war, there is today greater need for the understanding and interpretation of the authoritative word from those who know American affairs and their relation to world conditions.

As foreign language teachers we have long been aware of the fact that the American student improves his knowledge of English through study of a foreign language; but under present-day conditions we must realize the necessity for greater emphasis of all means and methods for perfecting the student's command of English. Our challenge, therefore, is the development of a practical program for the advancement of English in our foreign language classes. We must emphasize work reading skills, for vocational needs, while recognizing the value of old skills and retaining their effectiveness. We must also modify our program to so integrate our work that it will expedite its contribution to this imperative end.

To obtain a proper perspective we must first analyze the difficulties and general academic weaknesses, such as poor foundation of English grammar, lack of knowledge of proper speech, careless and improper use of the dictionary, index, verb lists, verb endings, charts and maps. We must train our students for retention of vocabulary so that they may not only understand the meaning of the isolated word, but will as easily comprehend the entire thought expressed. To develop, therefore, ability to interpret the printed page, is our problem and our aim. We must, consequently, emphasize (1) correct sentence structure, (2) grammar, (3) vocabulary building, (4) clarification of idioms, and (5) reading.

(1) In *Sentence Structure* we analyze sentences in Spanish in order to find their interpretation in English. We consider the clause in order to obtain the full meaning of the sentence, and its importance as a complete unit of thought. Through the slow and thorough translation of the sentence into English, the pupil develops the habit of reading for the logical development of thought. By means of questions and answers in English, the meaning of the sentence becomes more lucid. Since a literal translation is often impossible, the student must form, in English, clear sentences which express with fidelity the thought or meaning intended. He must also observe punctuation and the character and variety of sentence structure. The long sentences characteristic of the Spanish language afford opportunities for

discussion of subordinate clauses, lengthy phrases, correlatives, etc. We also discuss the position of clauses in the sentence, and whether the leading idea is at the beginning or at the conclusion. Through this drill we detect and correct academic weaknesses, poor foundation of English grammar, and parts of speech. We develop habits of sentence and paragraph reading for better comprehension, and by repetition we obtain clearness of understanding and retention of knowledge acquired. Often a little ingenuity will impart variety while diagramming or recasting a sentence.

(2) *Grammar.* We analyze a sentence in Spanish in order to stress some specific point in English. We discuss the meaning of the subject and predicate, prepositions, verb forms, etc. All definitions and grammar rules are expressed and interpreted in English. Through the studied use in Spanish of the correct agreement of nouns and adjectives in number and gender, the student develops an appreciation of their correct use in English. He learns to distinguish the various kinds of adjectives; thus such terms as "qualifying," "descriptive," "partitive," "limiting," etc., are familiar to him. When introducing in Spanish the contractions **al** and **del** we discuss the correct and incorrect use of contractions in English. Through the use of the subjunctive, a variety of interpretations will be presented, which the Spanish student will learn to appreciate in English. The verbs **daría** and **diera**, for example, will illustrate their slight differences or shades of meaning. With the former we might use a sentence such as this: "If I had a million dollars I would give half of it to you"; while with the latter, "If I had a million dollars, I might give half of it to you." The imperfect tense (Indicative Mood) in Spanish presents with its rich descriptive qualities shades of meaning that bring out in the English such verb translations as "I used to play," "I was playing," "I would play," or "I played." This concentrated study of verbs affords drill either of isolated verbs, or in their relation to other verbs. The participial adjective in Spanish at the beginning of the sentence is also a topic for discussion of flowery language. Such words as "**sino**" and "**pero**" suggest in English "*but*" and "*yet*," and "*except*"; the same may be said of "**al menos**" or "**a menos**," suggesting unless or at least. We also invite discussion and interpretation of such solid compounds as "notwithstanding," "nevertheless," prompted by the Spanish "**sin embargo**." The use of negatives, etc., in Spanish, stimulates their correct use in English.

(3) *Vocabulary Building.* With the new emphasis upon the development of the reading program in English, we find that we must devote more time to vocabulary building, and so we set aside one period every week for intensive study to that end. We concentrate upon origin and meaning of such words as "orientation," "agenda," "index," etc. The study of prefixes and suffixes in Spanish helps to enrich the student's vocabulary in English, and to aid him in understanding the meaning and origin of the word. Words

with the prefix "co," as **colaborar, corresponder, coördinar**, will suggest in English "collaborate," "correspond," "coördinate," etc. In the presentation of words with the prefix "e" or "ex," we will suggest such terms as **efeminado, excusa**, etc. With the prefix "in," we discuss words such as **intolerable, inexplicable, inmortal**; with the prefix "ob," **obtener, observar, obscuro**; with "ante," **antecedente**, etc.; with "contra," **contradacir, contrabando**; with "des" or "dis," **desagradable, disgustado, desobediente, desordenado**, etc.; with the prefix "re," **referir, reelección, revolución, recobrar**, etc. All these terms suggest, through similarity of form, their corresponding term in English. The same may be said of words with suffixes such as "al," as in **medical, medicinal, mortal, animal, virginal**, etc., or such Spanish words as **melodioso, famoso, furioso, estudioso, prodigioso**, suggesting words of similar spelling in English and bearing the suffix "ous." We also study, through the Spanish, English words with the suffix "ful," as in "careful," "respectful"; and terms such as "disrespectful," having both a prefix and a suffix. In this way the student easily and with great interest, enlarges his English vocabulary. We discuss the meaning of cognates, and learn them by lists (in classified form) acquainting the student with words of common Latin derivation, in both Spanish and English. We concentrate also upon words which though similar in spelling are unlike in meaning, such as **faltaba, desgracia, disgusto, particular**, etc. We stress the proper spelling and pronunciation of nouns in English, and we aim to clarify, through the use of Spanish words, such terms in English as "council," "counsel," "consul"; "fare," "fair"; "forth," and "fourth"; "idol" and "idle"; "course" and "coarse"; "borne" and "born"; "brake" and "break"; "write" and "rite" and "right," etc., etc. Evidence of common violations of pure English and proper substitution arise from the study of Spanish nouns. The Spanish word **incapaz** will suggest the English "incapable" as meaning "unable." We also consider the confusion in English of such words as "contemptuous" for "contemptible"; "big" for "great"; "important" for "vast," etc. We discuss words with reference to their appropriate, dignified, and serious uses, in order to establish standards of pure English. Appropriate use of wording is developed through such Spanish words as **simpático, esmerado, indulgencia**, etc. Through the use of diminutives and augmentatives the student learns about the "atmosphere" of words in his own tongue. He will sense different shades of meaning portrayed by such words as **casita, casucha, pueblecito, hombrón, hombrécito, and hombrote**, conveying to him endearing or scornful terms. Translations of passages from stories by Emilia Pardo Bazán, and the study of nouns and adjectives used so profusely and in successive form by other well-known Spanish writers, will afford splendid opportunities for drill. By reason of its beauty and rhythmical cadence, the study of Spanish serves to stress words of beauty in English, and to develop a sense of appreciation for the same. By

a similar process, the student develops in English an appreciation of what is correct, old-fashioned, coarse or vulgar in language. He learns to distinguish not only the quality or sense of the word, but also its appropriate use. This brings us to the consideration of slang or vulgar language, and idiomatic expression, which appears in a later paragraph.

Today we are all aware of new terms resulting from the war, air-mindedness, and new trends in economic life; and so the student builds up a vocabulary in English from a carefully selected vocabulary in Spanish. Elucidation of words in his own tongue will be facilitated through the learning of these words in Spanish because of their common origin. I have in mind such words as *aeroplano*, *aeródromo*, *aeropuerto*, *combate*, *profundidad*, *altura*, *altímetro*, *táctica*, *abandonar*, *aparato*, *comisión*, *concentrado*, *bases*, *fuselage*, *motor*, *dirección*, *escape*, *cuerpo aereo*, *cañón*, *medidas precisas*, *eje*, *poderes*, *maniobras*, *embajada*, *despegar*, *aterrizar*, *tanques*, *alto mando*, *maniobras*, *cortina de humo*, *punto de pontones*, *emboscado*, *camuflado* (neologismo), *paracaidistas*, *submarino*, *monstruo*, *hombre al agua*, *cuerda salvavidas*, *escuadrilla*, *guerra relámpago*, *señales de alarma*, *reflectores*, *estacionar*, *el acuerdo*, *seguridad*, *medalla de oro*, *capitán*, etc. My students became familiar with this technical type of vocabulary this year by making scrap books illustrating the various parts of planes, tanks, armament, etc. Other projects were based on Foods, Furniture, Wearing Apparel, etc. Through practice of syllabification in Spanish, we help to develop a better pronunciation of words in English.

(4) The presentation of *Idioms* has long intrigued me and I find that many students do not know the English idioms. Recently we discussed several idioms in Spanish and the students learned to define an idiom. There is often confusion between idioms and slang. In class we discussed slang as being forceful, expressive, and picturesque, but not correct speech. I asked the students to prepare a list of idiomatic expressions in English, for the approval of their English teachers. The students were most enthusiastic, and I was pleased with the statements of several English teachers who commented upon the interesting discussions that had resulted in their classes, prompted by the questions and remarks my Spanish students submitted while acting upon my suggestion.

(5) *Reading*. When we consider the students as individuals, they become more interesting to us, and the value of our teaching depends on our remembering this. In order that our efforts may be centered upon the student rather than upon the subject taught, we must strive not only to impart knowledge of academic value, but we must know the student's inclination, trend of thought and capacity for understanding. We find no two students psychologically alike.

In the beginning of a semester I ask my new students to write a short summary of what they want to be and what things in life most interest

them. I find that in general they are interested in music, art, and in business careers. The complete inclinations and aspirations of the individual naturally differ. Just recently in making notations of these individual tendencies, I found that one boy who liked music and art also aspired to become a psychiatrist. Curious to know his reasons for this unusual combination, I was amazed by his dissertation on psychiatry and the elucidation of his conviction of its relationship to music and art. Some aspire to become air pilots, others surgeons, nurses, air hostesses, industrialists or merchants. Some plan careers in South America or other foreign lands, but very few aspire to teach or to make a knowledge of Spanish, a means of livelihood. The majority say they enjoy the study of Spanish and appreciate the academic and cultural benefits derived from its study, particularly the influence toward a better understanding of English. However, one student furnished a rather unique exception to the general run of incentives by explaining that she hoped to marry and she thought that the "combination of marriage and Spanish would be conducive to a very happy life."

With this variety of ideals and purposes, we realize that our subject must be so presented that it will prove relevant and related to the expressed aim in life. The topic must be adaptable to the needs and ambitions of the individual student. Thus as teachers we have the opportunity for great influence. We can inspire students with events from the pages of history, depicting the pageantry of the Moorish invasion of Spain, the conquest of Mexico and Peru, the civilization of the Aztecs, Mayas and Incas, and the lives of the national heroes of Latin America. We must acquaint the student with historical facts as related to modern life.

For reference or collateral reading (in English), we suggest the topics connected with Spanish, in which he is most interested. We must devote time to current events. Students are asked to bring newspaper, clippings, cartoons, etc., to interpret, and to listen to radio broadcasts pertaining to Latin America. Thus the student improves his understanding of English, and acquires information regarding the customs, culture and traditions of the people whose language he is studying.

I intend, also, to set aside a period or more for discussing dialectical, local, and provincial expressions in English and to test the student's ability to digest expository material, by requesting him to prepare, in English, reports on the lives, customs, habits, and politics of the peoples whose language he is studying; particularly those peoples living south of the Rio Grande. This practice develops skills in English, compelling the student to consult the Encyclopedia for information concerning the history of the Spanish language, literature and civilization. Such reading as the story of the Cid, and about the works of Cervantes, affords excellent training and insight into the subject.

We also aim to orient the student, from the very beginning, on the sig-

nificance of the language he is learning, and the geography of the countries where Spanish is spoken. In the upper classes the culture and literary values can be developed by acquainting the student with such material as Longfellow's English translation of Jorge Manrique's *Coplas*, which as an English classic, presents so admirably, a literal and faithful interpretation of the meter and thought of the Spanish author's portrayal of the "sublime common-places of death."

Of a lighter vein, but serving also to develop the literary value of the reading program in English, we suggest Thomas Walsh's translation of Campoamor's *Doloras*, thus affording the student the opportunity of digesting in English the Spanish author's poetic composition, combining briefly delicacy and pathos and irony coated with philosophic teaching. The student becomes familiar with Spanish literature, and the great characters of the XVIth and XVIIth centuries develop in him heroic evocations through such translations into English as Thomas Walsh's *El Hidalgo* of Manuel Machado, the Spanish poet.

Tests in matching words and definitions in parallel columns are effective in appraising the developmental growth of vocabulary. The ability to interpret direction can be developed through a series of tests giving written directions. Students are told how to arrange the subject matter, how to fold their paper, when and how to present it, etc. These tests are to be graded more on ability to follow directions than on accuracy of content. By repeating these tests, varying considerably the directions, the ability of the student to interpret directions may be determined. As in remedial work, orientation tests will show which pupils need further explanation, and which ones further drill. Often it is necessary to vary the mode of presentation of the topic or subject discussed. Hence, written drills requiring careful supervision are frequently given. The more alert students may assist the slower ones and those less proficient in the English language.

I am at present preparing an Assembly on Student Service and Neighborhood Recreation, and I am asking some of my students to read and then supply information on this subject. While this is not directly connected with the study of Spanish, it does conform with our aim in developing a reading program in English; the topic is timely and we shall be able to use the material by asking the upper-class students to translate parts of it into Spanish, for board work or general class drill on grammar and syntax.

In the upper classes we stop also to analyze the various authors whose short stories are contained in the Spanish texts. By making comparisons or by contrasting these authors with American authors, we tap new avenues of approach for the understanding of books written in English.

We direct students in the proper use of the dictionary by acquainting them with such terms as "obsolete," "archaic," "dialectical," etc., and with the marks indicating punctuation and spelling, etc.

Without doubt the teaching of Spanish contributes to the improvement of the student's English, and stimulates a broader and deeper comprehension of the printed page. Perhaps by integration and correlation we may achieve a general standardization and clarification of English words. We realize that knowledge of the Spanish language will be a factor of primary importance in promoting and maintaining Pan-American solidarity; but by emphasizing English in our Spanish classes, we feel that we are also giving a broader perspective and variety to the educational features of our personal guidance of the pupil. To the reader in English we try to impart a knowledge of good form, proper tenses and improved vocabulary essential to reading skills for vocational needs.

I recommend to our students the reading of translations of the Spanish classics and the works of present-day Latin-American writers, some of which I find among selections listed by Mr. James A. Granier (**Latin-American Belles-Lettres in English translation**) issued recently by the library of Congress. For the teacher I would recommend "Recent Studies of Interest to Teachers and Students of Spanish and Portuguese," compiled by Miss Florence Hall, Associate Education Specialist in the Office of the Coördinator of Inter-American Affairs.

In conclusion may I add that while groping for the ideal method of improving the student's command of English, we are also teaching him another beautiful and increasingly useful language, "la lengua sonora de Cervantes."

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

In Defense of Dictionaries and Definitions

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(*Author's summary.*—Meaning, pronunciation and spelling, in the order given, are the essential things about words. More time is justified on all, especially the first.)

"The study of words is in reality the study of civilization"

THE more than occasional lukewarm appraisals of dictionaries and definitions suggest: (1) that words are not the best single measure of an education, both formal and informal; (2) that most people are satisfied, or should be, with their passive or understanding vocabulary; (3) that meaning, pronunciation and spelling, in that order, are not the most important things about words; (4) that teachers should now accept the answer "I know what it is, but can't explain it"; and (5) that the importance of an extensive active vocabulary (required for outgoing communication and about one-third the size of the passive) is not too well understood and so not properly emphasized.

Preliminaries to Precision

Certainly everyone at times experiences hesitancy when asked to explain something, but this hesitancy is all too frequently indicative of a simple shortage of information or of a limitation on a *few relatively simple* principles of lexicography. In order to determine, and on a non-technical level, what these principles are, we need (1) to help our students make a distinction between meaning and definition; (2) to let them learn from a study of dictionaries themselves what ways of giving meanings are used most and least often; and then (3) to help them determine how definitions, and explanations in general, must and must not be expressed.

Buncombe, Buckwheat

For example, we do not expect to find "definitions" such as "it tastes like your foot's asleep" for a famous beverage that refreshes. Nor do we consider as scientific the oft-quoted one of Dr. Samuel Johnson on "oats." Interesting enough, but hardly acceptable, are the definitions for "optimist" and "pessimist"—the former says his glass is half full; the latter, that his is half empty. Or, the optimist sees the donut; the pessimist sees the hole. Violin music may in reality be "nothing but dead horse drawn across dead cat," but such a definition gives vent to a prejudice and is not acceptable, no matter how accurately it may describe the tastes of some people. Open to suspicion and apparently an imitation of such definitions is that for "buckwheat" in the Oxford English Dictionary: "The seed is in Europe

used as food for horses, cattle and poultry; in N. America its meal is made into 'buckwheat cakes,' regarded as a dainty for the breakfast table."

Isms Isolated

The following definitions of isms, used in a political campaign in Chicago some years ago, are obviously unorthodox, but they are unusually specific, anything but abstract, and of telegraphic brevity. The objection to them is simply that they have something to "sell," something else to condemn, and that volumes pro and con have been written about these things. The definitions are: Socialism—If you have two cows, you give one to your neighbor. Communism—If you have two cows, you give them to the Government and the Government then gives you some milk. Fascism—If you have two cows, you keep the cows and give the milk to the Government; then the Government sells you some milk. New Dealism—If you have two cows, you shoot one and milk the other; then you pour the milk down the drain. Naziism—If you have two cows, the Government shoots you and keeps the cows. Capitalism—If you have two cows, you sell one and buy a bull.

Mobilizing Meanings

Meanings must be given in one of four ways*: (1) in terms of another science, (2) by demonstration, (3) by translation, (4) by circumlocution. The first of these is used when we define "water" as H_2O , or sulphuric acid as H_2SO_4 . Such definitions obviously require some chemical knowledge on the part of the two persons in communication, and are certainly seldom used. The second, demonstration, or pointing out, is as rigidly, though not exclusively, limited to *things*, and is freely used by the dictionaries giving pictures, illustrations, etc. Otherwise, the article itself, or the action, is shown or demonstrated to the person learning the word, as often for children and foreigners. The third method, translation, involves two or more languages—English: horse; German: Pferd; Russian: loshad; Latin: equus; French: cheval, etc. Remaining is the fourth, circumlocution, the round-about way of giving meaning. Even a cursory glance at the dictionary will immediately reveal that this is the one used by far the most frequently. That is, meanings may be given in four ways, but definitions, *for nearly everyone and practically all the time*, are given by circumlocution. And it is here we find our greatest difficulty, for such definitions are not always easy to construct, even if we know "all" the facts, or *because* we know so many. On the other hand we find here our best opportunity to make some useful and brief but far-reaching generalizations about them.

* See Leonard Bloomfield's *Language* (New York, 1933), chapter 9. See also Hugh Walpole's *Semantics* (New York, 1941), chapter 6: "Definition: Twenty-Five Definition Routes." It will be observed that all of these interesting and useful "routes" are but variations of the four ways mentioned, and that almost all of them are but varieties of circumlocution.

Applesauce

Following is part of the first definition for "apple" from the unabridged second (1934) edition of Webster: "The pome fruit of any tree of the genus *Malus* (which see). It is the principal fruit of the temperate zone, attaining great economic importance in North America, Europe, Australia, New Zealand, and Tasmania. The fruit is usually round, and red or yellow in color, but varies markedly in size, shape, color, and degree of acidity." As an example of circumlocution and science, let us take the first definition for the noun "water" as in the Winston Simplified Dictionary: "the fluid which forms rivers, lakes, etc., and comes from the clouds as rain: a transparent, odorless, colorless compound of two volumes of hydrogen and one of oxygen, with the symbol H_2O , solidifying at 32° F. (0° C.), forming a solid, ice, and boiling under normal atmospheric pressure at 212° F. (100° C.), forming steam."

Not the least of the benefits derived by students studying but a few such definitions (as any English teacher knows) is that of the necessity of putting as much as possible into a few words.

Elimination, Generalization

Words, to begin with, are classified under one or more of the eight parts of speech. Of these we can safely eliminate prepositions, pronouns, conjunctions, interjections and adverbs—the first four, on the ground that we almost never wish to define them; adverbs, because their definitions follow a rather rigid pattern not hard to frame if adjectives are understood. For that reason the dictionaries themselves devote very little space to adverbs.

By far the most important, then, are the three remaining—verbs, adjectives and nouns. A most useful generalization we can make about these is that whenever possible we define a noun with a noun or its equivalent, a verb with a verb (with or without the "to"), and an adjective with an adjective or equivalent. Remembering this alone would save us from countless faulty definitions.

Encyclopedias Peripatetic

If we remember that adjectives describe—tell how many, which one, and what kind—we can expect definitions of them to tell the same things, but adjectives are numerous and they have many meanings. Of verbs we would know a good deal if we knew even the principal definitions of most of the eight thousand or so in English. A person who is a master of nouns, however, is almost literally a walking encyclopedia, and anyone defining nouns certainly does the best job when he imitates the lexicographers.

Circumlocution Serviceable

A definition is a statement setting the limits of the meaning of a word. Definitions by circumlocution may profitably be given in three ways:

(1) synonyms and antonyms (one word), (2) a combination of the practical and the more technical, as for the word "water" above, (3) tearing the word apart, which is really circumlocution by translation: "hippopotamus," thus means "river horse"; "precede" means "go before"; "bridegroom," "bride man"; "anticipate," "take beforehand"; "accept," "take to"; "eradication," "a taking out by the roots"; "impervious," "not thru the way," or, by synonym, "impassable" or "impenetrable"; and (4) plain wordiness, as for words that have few, if any, synonyms, that we do not translate, and that are not torn apart or subjected to scientific analysis—"sneeze," "cigarette," "beauty," "cultured," "sled," "kindness," "music," in fact, many nouns, both abstract and concrete. A caution on the first is that we must assume there are no exact synonyms, and nearly always we can easily prove it. The second generally requires a knowledge of many facts, often highly technical. The third is very helpful for getting the literal meaning, for making nice distinctions, but words thus learned are often limited to one's passive vocabulary. For the fourth the chief problem is to reduce the number of words to the minimum permitted by the facts, an accomplishment often difficult but always desirable.

Shibboleths to Shekels

Following are some examples of definitions. From these follow, somewhat naturally to the observant, some generalizations on how best to define and how not to. The examples are taken (some of them far from complete) from the following dictionaries: Shorter Oxford, Century Dictionary and Cyclopedia, New Century, the large editions of Webster and of Funk and Wagnall; also from the Thorndike Senior, the Winston Simplified and the Concise Oxford. A mere reading or even memorizing of such rules as we can make will not make one a lexicographer, and such is not the intention here. But a somewhat careful attempt to put into practice the things as observed in the dictionaries will: (1) make one realize some of the difficulties confronting the compilers of dictionaries; (2) promote more careful analysis of what one hears and reads; (3) greatly increase one's success and satisfaction in the study of any foreign language; (5) promote accuracy, speed and satisfaction in the use of the mother tongue

Verbs in Brief

Verbs are the easiest of the three parts of speech anyone will wish to define. After "to" in the following (shortened) definitions comes a word that can be conjugated ("to" followed by anything else is a preposition). The verb "answer" in brief, from Funk and Wagnall:

I. v. t.

1. To make reply to
2. To act in response to

3. To respond to by acknowledging one's name
4. To make or be a sufficient reply to
5. To give the solution of
6. To meet the requirement of
7. To make or be offered as expiation for
8. To utter or offer as a reply
9. To be correlative to
10. To grant or accede to
11. To give back in kind

II. v. i.

1. To reply or respond to a question or person
2. To speak or act in response to
3. To meet a want, requirement, or desire
4. To be responsible, as for the good conduct of another
5. To satisfy a demand or requirement
6. To make reply to a charge or accusation
7. To have a similarity; be correlative
8. To act in contrariety; to be in opposition

Let us compare this with the Winston Simplified:

v. t.

1. To speak, write or act in reply to
2. To reply to as a charge, accusation, etc.
3. To correspond or conform to
4. To be sufficient for

v. i.

1. To speak, write or act in reply
2. To suffice
3. To be accountable or responsible

Then let us compare these with the definitions (complete) from Thorndike. This will be useful also because here the part of speech is given *after* the definitions: "1. a reply; thing said or done in return. 2. reply; respond by word or act. 3. reply to (a charge); meet the consequences (of); give satisfaction for; as, to answer a summons, to answer for a crime. 4. solution to a problem. 5. correspond (to). This book answers to his description. 6. serve. This will answer the purpose. Such a poor excuse will not answer. 1, 4 *n.*, 2, 3, 5, 6 *v.*"

Adjectives

Definitions for one entry of the adjective "light" in the Century Dictionary and Cyclopedia:

1. Having little or relatively little actual weight
2. Having little weight as compared with bulk

3. Of short weight; weighing less than the proper or standard amount
4. In *cooking*, not heavy or soggy
5. Lacking that which burdens or makes heavy
6. Not heavy in action or effect
7. Not weighty; of little import or consequence
8. Not burdensome, hard, or difficult
9. Not weighted down; free from care or annoyance
10. Lacking moral or mental gravity
11. (Hence) given to levity of conduct
12. Having a sensation of lightness
13. Adapted for or employed in light work
14. Quickly passing; fleeting; transitory
15. Without substance; not nutritious or satisfying
16. Weak; sickly

"Bad" used as an adjective or substantive (noun or pronoun) is defined in part as follows in the Shorter Oxford:

- I. In a privative sense
 1. Of defective quality or worth
 2. Incorrect
 3. *Law*. Not valid
 4. Unfavorable
- II. In a positive sense
 1. Immoral, wicked
 2. Offensive, disagreeable
 3. Injurious, dangerous
 4. In ill health, in pain

Part of "good" from the New Century: "In general, of commendable quality or character; satisfactory, fair, excellent, or fine (with varying force, increased by emphatic utterance or by context: as a *good* horse, pen, or farm; *good* wine, music, or drawing; a really *good* book, game or performance); genuine, as money, jewels, etc.; sound or valid, as judgment, reasons, excuses, claims, etc."

No Nouns, No Knowledge

The noun "light" in Webster:

- I. Stimulus to sight
 1. The essential condition of vision
 - a. An emanation from a light-giving body
 - b. The sensation aroused by stimulation of the visual centers
 - c. That which produces such sensation
 2. The sun's light
 3. The power of perception by vision

4. Mental or spiritual illumination or enlightenment or its source
 5. Visible state or condition
 6. The brightness or sparkle of the eye or eyes
 7. Appearance due to the particular facts and circumstances presented to view
- II. A physical or figurative means of stimulation of sight, of striking a fire, etc.
- III. Technical senses

Under divisions II and III are numbers 8 to 18. Much other material is not included here.

Part of Concise Oxford on "home" (noun, adjective and adverb under one entry): "Dwelling-place; fixed residence of family or household, native land; *long* or *last h.*, the grave; place where thing is native or most common; institution of refuge or rest for destitute or infirm persons; (in games) goal; *at h.*, in one's own house or native land, at one's ease, familiar *with* or *on* or *in* (subject &), accessible to callers (esp. *not at h.*)."

Even these highly abbreviated selections indicate how much knowledge is involved in an understanding of these common words. It should be noted, too, that in order to understand the selections (as for reading in Webster on "light" down as far as the word "Paint"), about thirty abbreviations, some, to be sure, rather obvious, must be understood. While many of these can be skipped by the average person, such omission deprives him of the information essential to complete mastery. One would do well to know considerably more than merely the full form for these abbreviations: n., ME., fr., AS., D., OS., G., OHG., Goth., ON., L., Gr., OIr., OSlav., Armen., Skr., Cf., Gen., esp., Ps., etc., Shak., pl., Theat., Eng., Arch., Specif. Every dictionary has its own list of such abbreviations. Scores of them are the same in the various works, and the sections with which the user should become most familiar are always relatively short.

Distracting Abstractions

Nouns having no synonyms require a "logical" definition. Such a definition consists of a genus or class, and of one or more distinguishing characteristics. That is, the species or definition is the genus or class, plus the differentiating marks or traits. Thus a "logical" definition puts an object into a general class and then distinguishes it from all others in the class. Scissors, for example, belong to a large class of cutting instruments, and are distinguished from other members of that class by the fact that they are used for cutting paper, cloth and more or less similar material, by opposed edges of metal and that they make use of the mechanical advantage offered by a lever of the "first" class (fulcrum between weight and power). They are thus distinguished from knives, razors, clippers, chisels and other tools

or instruments. Likewise a shovel belongs to the large class known as tools or implements. Further explanation to distinguish it from other tools would mention its special characteristics; these would include the shape and size of the metal or substitute, the handle, and anything else as required to make it impossible for one to confuse this tool with another—such as the fact that it is a first, second, or third class lever, depending on just how it is used. Thus we distinguish a shovel from a spade, drill, crowbar, and the like.

No teacher giving even a little practice in framing definitions can long be unaware of the insight and breadth of vision students get from the drill, and this because such practice stresses the importance of gathering in the facts before saying much about anything.

But abstract nouns must be put into a class even more general, and often somewhat vague. A definition for them requires such words as "quality," "characteristic," "state," or "condition." Thus "magnanimity" may be defined as "the quality of being magnanimous," but, as we shall see, the definition is not satisfactory unless the adjective is first defined or taken for granted. "Malevolence" would be "a quality or state of being malevolent," but that in itself is insufficient, since our word really remains undefined.

Dictionary Do's

1. We should teach students to make use of the guide words to be found in at least one corner at the top of each page. They tell at a glance whether or not the word wanted is on that page. This presupposes, of course, a knowledge of the alphabet, a subject on which knowledge is not excessive in these times. Anyone suspecting that guide words are understood by most people need only watch a few people look up words.

2. The student will note that most dictionaries give abundant aid on pronunciation and various other phases of word study. Keys for pronunciation may be included on every page. They will also note that Funk and Wagnall gives two keys for pronunciation. Unless these can both be interpreted there will be considerable difficulty and uncertainty; they must be recognized as having the same end in view. Key one is the more practical and definitely adequate. Key two is the usual "textbook" system, less disturbing for spelling, which is largely a matter of vision, not sound.

3. But a brief period of observation will reveal to the student that nearly all the dictionaries separate the etymology or history of the word from the definitions for it, and enclose it in brackets. A casual acquaintance with Funk and Wagnall should reveal that the little it gives on etymology is put *after* the definitions. Thus it differs from all the other large dictionaries mentioned. For most purposes this historical information may be skipped; some of the smaller dictionaries include none of it.

4. The student should be taught to familiarize himself with some of the extra features of the dictionaries, or even one of them. He will be astonished at the wealth of information available, and a couple of hours in just turning the pages to see what is and what is not there will be abundantly repaid. It should also be easy to learn from dictionary practice some principles of outlining, as, for example, that good outlining does not permit the use of a single point; there must either be more than one point or the facts must be combined without enumeration. To be noted are: sections on the history of the English language (Webster); special (separate) treatment of foreign phrases (New Century and Funk and Wagnall); illustrations, pictures, and the like (so that one does not waste time looking for them in the Oxford English, the Shorter Oxford or the Concise Oxford); explanations of signs and symbols in mathematics, physics, meteorology and numerous other fields of interest (Webster); lists of books from which selections were made (there are nearly two million, selected from five million, in the Oxford English. See the Supplement); extensive information on phonetics (Webster). In Webster especially to be noted is section 277, about 20 pages of scores of words of disputed pronunciation.

5. More important than any above is: Know how the definitions are arranged. Since some of the dictionaries very often give twenty or more meanings for a word, and since the order of these is not the same for the various works, large or small, one wastes much time, and then may get the wrong answer anyway, unless he knows how these meanings are organized. Thus the user can *often* tell *at a glance* (note especially the alphabetically arranged "subject" labels in Webster?) that the information he desires is in definition one, or six, or twenty, depending on the dictionary consulted.

Dictionaries following the historical order in defining (those giving the older meaning first) are: Oxford English, Shorter Oxford, Century Dictionary and Cyclopedia, New Century, Webster. Dictionaries which in general give the most common present-day meaning first are: Funk and Wagnall, Winston, Thorndike, and the Concise Oxford.

This difference in arrangement will become clear if one but looks up the following words in the various works: "meat," "silly," and "nice." Cf. Milton's "fondly asked"; Shakespeare's "mice and rats and such small deer," and "I'll make a ghost of him that lets me." Note also Chaucer's "defend marriage," "the girls of the diocese." Also: Psalms 119: 147: "I prevented the dawning of the morning."

The larger the dictionary the more important it is to know the arrangement and use it. In the shorter works one can and should read all the definitions.

Definition Do's and Don't's

6. A definition should fit into the sentence from which the word is taken or in which it is to be used; that is, one must know the part of speech and

define accordingly. A study of even the modern examples in any of the large dictionaries will be sufficient to illustrate this. For the definition already known to the reader, as for "light" above, he may construct his own sentences, using the word. He will then find that in each sentence the word may be replaced by the definition. The same can be done with the definitions of the other parts of speech. Even the examples as given from Thorndike (containing 15,000 illustrative sentences) should be sufficient to make this clear, but one should study a few of the thousands of quotations in the larger dictionaries to see how consistently this rule is adhered to.

7. Ordinarily, as one can easily find from any dictionary, we can not define a word by using another form of it (a cognate). A dictionary may, however, define "fairness" as a "state of being fair; esp. state of being free from spots, stains or imperfections," but "fair" must first be defined with unrelated words. Or it may define "constructive" as "having the quality of constructing," but not until "construct" has been defined with a word or words not sounding the same. Practice on this point will increase vocabulary and will stress the importance of really saying something about a word or thing.

8. Whenever possible, a definition should consist of words that are simpler than the word being defined. "Foot," for example, is not made clearer by the definition "pedal extremity." A person looking up "reasoning" would not be much helped if he found only "ratiocination," even tho this is a synonym. And one who doesn't know "cautious" would not be better off by reading "circumspect," "meticulous," "punctilious," or "scrupulous." But "water" may, in addition to other ways, be defined as H_2O . Perhaps the best example of what not to do is Dr. Johnson's definition of "network" as "anything reticulated or decussated at equal distances with interstices between the intersections."

9. No careful student will define anything with the words "when" or "where." But time and place must always be reckoned with for thousands of words that have changed meanings in the course of their history or have different meanings in different localities. A "circle" is not a "line where," etc. It is, say, "a curved line in a plane, so drawn that all points on it are equidistant from a point within called the center." A "rebellion" is not "when" something takes place. It is a condition or a state; these, the key words for any definition of it, are nouns, and a noun, or a substitute for it, should be used in any explanation of it.

10. Grasp the important features of the thing to be defined, throwing out all words that do not clarify the definition, but omitting nothing that is essential. As good here as for speech-making is the advice: "Have a good beginning and a good ending, and keep them as close together as possible." To a farmer a fence must be "horse high, bull strong, and pig tight." If our definitions and arguments were made to conform to as rigid requirements, we could avoid many a fruitless wrangle or harangue. A "square" is not

properly defined if "rectangle" may be accounted for with the same words. A "star" is improperly limited if the reader or hearer is forced also to think of "planet," and "violin" is poorly defined if it may be mistaken for another musical instrument, even another string instrument.

One might try his ability on such words as: fear, gentleman, humor, freedom, sabotage, club, educated, triangle, snowflake, piano, raise, head, precipitation, scramble, eye, flap, heathen, cat, lemon, etc. Then one should compare his work with the dictionaries to see what important things he has omitted or subordinated or overemphasized. His definitions for all of them will probably fall far short of the information the lexicographers have assembled and interpreted, but he will often find some striking resemblances. To the extent that his definitions fall short of those in the dictionaries to that same degree knowledge is incomplete. One might try so simple a word as "foot." He is certain to find some things he hadn't the remotest notion existed, and that *many* of these *can* and *should* be skipped *from the start* provided he knows how to use the dictionary.

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Portuguese Enters the University Curriculum

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WHEN Brazil declared war against Germany in August, 1942, the United States acquired a new ally whose population is only five million smaller than that of the United Kingdom, whose area is exceeded only by Russia and Canada, and whose capital ranks eighth in size among United Nations cities. Our country needed Brazil's tropical products and we feared Axis activities at Dakar might be pointed at Brazil's eastern tip.

The economic and strategic value of Brazil's friendship had already been realized, but increasing interest in the Portuguese language had found meager facilities for learning it.

The picture quickly changed. The American Council of Learned Societies pointed the way by sponsoring an intensified summer course in Portuguese at the University of Wyoming in 1941 and again at the University of Vermont in 1942. In the school year of 1942-3 more than 80 colleges and universities were prepared to offer one or more courses in the long-neglected tongue. The Army's foreign area training programs include Portuguese among the score or more of languages taught by actual conversation with natives.

Among the leaders in teaching Portuguese was Northwestern University, which first offered a Brazilian literature course in 1940 for advanced students. Last year it gave a twelve-quarter-hour course in elementary Portuguese and the six-hour Brazilian literature course on an upperclass and graduate level. Both were taught by Assistant Professor Harvey L. Johnson.

With a one-year Spanish prerequisite, enrollment in last year's elementary class averaged 13 for the three quarters. Most of the students were majoring in Spanish, Italian or French. The interest aroused is demonstrated by the fact that several of the students still subscribe to *Seleções do Reader's Digest*.

This year, enrollment is encouraged by recognition of Portuguese in fulfillment of the university's foreign language requirement. The basic text is the Hills, Ford and Coutinho Grammar. The *First Portuguese Reader* of Scanlon and Cilley is also being used.

Emphasis is being placed on developing ability to understand and use spoken Portuguese, which is much more difficult than the written language and differs more from Spanish. Correct pronunciation can hardly be learned without a teacher who speaks the tongue well and drills the class frequently. To counteract the danger that students may be able to understand only the instructor, Brazilian records in several voices are being used to supplement the regular pronunciation drill.

The Brazilian literature course, given last in the spring quarter of 1943, will be repeated with some changes after a year or more. Open to students with a "satisfactory reading knowledge of Spanish," it attracted ten students, including several doing graduate study in romance languages. One quarter sufficed for the study of Portuguese grammar, and after six weeks lectures and discussions were carried on in Portuguese.

The *Pequena Historia da Literatura Brasileira* of Ronald de Carvalho served as a text, along with the recent *Contos e Anedotas Brasileiros*, compiled by Henry Carter, original instructor for the course. Used for classroom reading were Taunay's *Innocencia* and mimeographed copies of Alencar's *Iracema* (before the annotated version appeared in this country.)

Outside reading for the course covered the field from the chronicles of the settlement period to such modern Brazilian novelists as: Jose Lins do Rego, Machado de Assis, Aluizio Azevedo, Euclides da Cunha, Graça Aranha, H. M. Coelho Netto, Afranio Peixoto, Erico Verissimo and Jorge Amado. Background material covered art, history, poetry, social problems and economic cycles. The students showed considerable interest in the course, and seemed to derive profit from it.

Northwestern University also maintained an exchange professorship in anthropology with Brazil, and has provided enthusiastic audiences for Brazilian musicians.

There is a possibility that as Portuguese moves out of the pioneering stage into a permanent place in college language teaching it may assume some of the popularity recently lost by French. Northwestern is not far from typical in its drop from ten sections of elementary French to three. Spanish has been the chief gainer from this shift, but Portuguese will be firmly established in many colleges before French can regain its vanished following. To dislodge it will not be easy. New Portuguese grammars and readers are appearing month by month.

Even if French can regain its prestige as an international language of refinement, Spanish and Portuguese will be the profitable languages for Americans to learn. Portuguese is essentially a tongue of the New World. It is the language of 45 million persons in this hemisphere and of nine million in Europe. French, on the other hand, is spoken by over 45 million Europeans but by fewer than five million in the Americas. Thus, commercially minded Americans are likely to consider Portuguese more valuable than French.

The United States government has encouraged the trend toward Portuguese in many ways. It offers instruction in Portuguese in its West Point and Annapolis academies as well as in the Army foreign area programs. It fosters exchange scholarships with Latin American nations, and Brazil always gets more than any of its neighbors. A report of a subcommittee of the Committee on Appropriations of the House of Representatives in 1941

concluded, "The committee feels so strongly on this subject that if it had it in its power it would insist that either Spanish or Portuguese be made a compulsory subject in all our elementary schools throughout the United States."

In the new excitement about Portuguese the mother country has not been entirely forgotten, although most of the emphasis has been on Brazilian pronunciation. Portugal, as the last accessible "benevolent neutral" in Europe is our last major point of contact with the continent. Her friendship is valuable also because of her position beside one of our vital sea supply lanes.

While there is no likelihood that students in the near future will be able to obtain majors in Portuguese, the Yankees' keen interest and friendship for the colossus of the South make it unlikely that our colleges will return to the limited linguistic range of French, Spanish and German.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

Why Study Foreign Languages? *(Student-Faculty Collaboration)*

E. A. MORGAN

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AS TEACHERS of foreign languages, most of us have a host of good arguments in support of our chosen calling. Our pupils, however, are often rather vague in stating their reasons for having taken up work which is elected by such a small minority of the student body. They are, therefore, poor propagandists for us and may even become apologists, rather than strong advocates, if they are challenged by other students to give the advantages of foreign language training.

It is, therefore, good policy to consider the matter with them quite thoroughly once or twice during the year. This may easily be done by giving each student a list of favorable arguments and asking them if they can give any additional ones. In the ensuing discussion the class will present interesting variations of the statements given them and are likely to add some of their own also. Thus a new outline can be formulated, which is the work of the entire group. The enthusiasm thus stimulated will do much to give long-range purpose and direction to pupils, who might otherwise become drop-outs after one or two terms. The admonition of Solomon is very appropriate: "if ye have not vision, your people perish."

The material* which follows has been used by the author in the manner described, and has proved valuable enough to be recommended to others.

1. Practical Values

Purposes of commerce, trade, and business. (We may take a lesson from the Swiss, the Japanese, and the Portuguese who learn both English and Spanish in order to capture the South American markets.) One can buy in English all over the world or give goods away, but international trade has always been competitive.

Radios, victrolas, and the modern film all use foreign language. Improvement is expected in the short-wave radio.

New information is to be gained continually in scientific fields—particularly in chemistry, medicine and mechanics.

The United States has the most money invested in foreign lands—yet does the least education in foreign languages.

Our presidents have always desired foreign language ability in our ambassadors, consuls, and foreign secretaries, but now limited is the choice! Few candidates have mastered any foreign language and we do not care to

* Many of the ideas given herewith are from notes taken while a student at the University of Wisconsin. For these credit is extended to the faculty of the German Department of that institution.

send immigrants back to their home countries as our representatives. Therefore we rely on men who hire translators. Can that be the reason that America loses out in matters of diplomacy?

2. Intellectual Values

Better knowledge of English; new ideas gained. A quickening and broadening of understanding. Many prejudices dispelled. Progress toward a universal language.

Exercise of memory; concentration necessary.

The learner is required to hold several things in mind at one time as, gender, number and case.

Comparing idioms and choosing synonyms stimulates the learner's powers of comparison and criticism.

3. Cultural Values

Better means of travel and communication are equivalent to decreasing the circumference of the earth.

A worthy ideal for the youth of our country is that they should enjoy the best that the world offers, no matter from what corner of the earth it comes.

Narrowness, provincialism, ignorance, and superstition are the attributes of peoples that do not cultivate the acquaintance of their neighbors; but what country is conscious of its own ignorance, if it remains isolated?

4. Ethical or Moral Values

Beginning students find interesting differences between our customs and those of foreign peoples. Later they discover that there are more likenesses. Differences are more easily perceived, but likenesses are more important. Noting the differences may help us to find better ways of doing things. Likenesses are binding forces. Through them the student is led to a realization of the brotherhood of man.

5. Aesthetic Values

Through a foreign language the student is introduced to the work of the masters in painting, sculpture, and in architecture, as well as in literature. It is a surprise to many to find out that their country is not first in everything.

6. Recreational and Emotional Values

Our soldier boys who have learned a smattering of foreign language find that older men in the service who are of foreign extraction are almost pathetically grateful, when they manage to converse with them a little in their own tongue. How little we have done for those who have given up their homeland and cast their lot with us!

For the more distant future we can anticipate foreign tours for nearly half of our students. In time of peace our battleships can be utilized as excursion boats for picked groups of students who will visit museums and art galleries. In general we may expect in the future *more intercourse* with our foreign neighbors rather than less.

7. *Objections and Answers*

I—"Benefits of foreign literature may be gotten through translations."

Possible answers:

Most of foreign literature, especially current literature, is never translated.

The spirit of the foreign masterpiece is practically unattainable in a translation; the "atmosphere" of a story is often too illusive to recreate. Scientists may lose the benefit of important knowledge.

II—Too much time is required to learn a foreign language.

Answer: International misunderstandings cost much time too.

* * *

"Small minded confidence in superiority over those who do not speak and act and think as we, is bred of ignorance and cannot long resist the admiration which comes with a knowledge of the best in their literature and life. And on this follows a diminution of the hostility between nations and a strengthening of the forces that are at work for peace. Keen international rivalry for political and commercial supremacy cannot but continue to occasion enmities, but every pupil whom we bring to understand the language and the thought of a foreign country gives an added impetus to the growing spirit of friendliness and conciliation."

C. P. Wagner

"The future of effective, satisfying teaching of English is becoming more and more clouded by foreign language neglect. The professors of English do not appear vividly enough aware of this fact. They alone can and should bring unremitting pressure to bear in the proper quarters to avert the danger. A. M. Withers, Concord Teachers College. (Summary of his article 'A Good-Will Suggestion to Professors of English.')

Three Months with the A.S.T.P. Teaching Italian

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THE Army Specialized Training Programs exist to-day on the campus of many American colleges and universities. The objective of the soldiers belonging to the A.S.T.P. is the study of languages of various countries together with basic information as to the history and geography of those countries. It was my privilege last June to be called to teach Italian in the A.S.T.P. of Wisconsin University and, of course, I accepted with enthusiasm. The morning I started my lessons I saw several classrooms filled with men in uniform, all ready to begin the study of Italian. What a pleasant surprise! In my twenty years' experience of teaching Italian in the East, at Hunter College and at New York University, I have had large and numerous classes of young students and often I wondered if and how they would have made use of the Italian studies when they would have become adults, or if by that time they would have forgotten it all. I know several of my best students of Italian who followed a business career, in relation even with countries other than Italy. Here at Wisconsin I had a large group of adults starting purposefully to study Italian. The lack of success with many of our undergraduate students is because when they start they do not feel a definite purpose and when they end they do not attain any purpose of their study. In our cosmopolitan city of New York I even believe that there are so many and so varied attractive positions in numerous fields, that the students do not take seriously the responsibility of making up their mind about a choice, or they do not follow trustfully the experienced advice of a teacher whose practical and pedagogical suggestion sounds like this: "Choose any line you like, but stick to it!"

The very interesting situation in the A.S.T.P. was that the students, with an average college preparation, were required to know one language in order to begin the study of another; for the first time I had complete classes of students not of Italian extraction. Knowing that now we count the privates in the A.S.T.P. by the thousands, here is another old question and a new answer in a very simple way: "Do the Americans study and speak foreign languages?" The old answer: "Yes, badly." The new answer: "Yes, well."

As a professor, I am inclined to be optimistic and generous with my praises. To-day I think it is a virtue to be able to be optimistic and generous with praises. I anticipate that some of my colleagues will not agree entirely with my statement, but let us be human: all students have defects inherent to their position before a teacher and an educator; let us always rate students, even adult students, with the understanding and the requirements that we can expect from students and not from teachers. Consciously or

unconsciously we can openly state that the platform raising the desk higher than the benches and the single seat in front of the desk, are a forceful help to the authority of a teacher, even a very imperfect teacher. As a whole I can state that the Italian Unit of the A.S.T.P. at Wisconsin was a model Unit for study and efficient results.

The circumstances under which the programs were developed were very stimulating: the students ambitiously were willing to surpass the assignment given by the teacher because their success meant an immediate appointment, with promotions, career, higher ranks, and the teachers found themselves facing a new experiment without definite instructions about the limits of the programs, worrying somewhat that perhaps the military authority expected more, and that pedagogically they had reached the maximum imposition of study on their candidates. The result was a really intensive and successful study of the language.

The daily classes of mimicry, drill, and analysis were efficient in presenting the material, helping its assimilation, and assuring its understanding. It seems that this method had been suggested by authorities in methodology. However, from the beginning I felt very skeptical about the mimicry. First of all, while the very terms *drill* and *analysis* will be readily understood by any teacher, I confess that I had never heard the term *mimicry* before in connection with teaching Italian, and I learned that I was supposed to read some material, and the students were supposed to repeat it purely by ear, without having the script; in other words the student had to focus on my lips and sharpen their ears on my voice, and imitate my voice through the movements of my lips and my tongue. With children commencing the study of a language by means of pronunciation, this may be the best method: I have never had the opportunity of experimenting or observing such a procedure. With adults studying French or Russian or Chinese it may be a very good approach; but with adults studying Italian the experiment of three months has convinced me less and less of its pedagogical value. An adult who known English and French, for example, has such a clear idea of the difference between the spoken and written language that confronted with the new sounds of the Italian language he will be puzzled by fantastic representation of new sounds, with goodness knows which graphic realization. Here is a puzzle for an English phonetician: the Italian writes the pronunciation of the name SHAKESPEARE with only eight instead of eleven letters of the alphabet, but with only five of the English letters, and three which do not exist in the name SHAKESPEARE: the only way to write its pronunciation in Italian is: SCECSPIR.—I think that the equality of the written and spoken Italian language is so favorable to the students, that it should be put to profit immediately. The coordination between written and spoken language is so simple and easy, and the vision of the written language reveals so soon and conspicuously the simi-

larities with several other languages, that a drill of reading even not understanding the meaning appeared to me since the beginning a much more advantageous exercise than the mimicry as described above. I discussed this with several of my students, and all agreed with me. When they heard my mimicry reading, they were eager to see the script, and with the script under their eyes they immediately had the satisfaction of knowing how to read, write, and pronounce, and often they understood the meaning, while with other languages writing and reading are two puzzles above and besides the mimicry.

Show the written English word—IDOL—to an Italian, and he will think it is the real Italian word for—IDOL—, but if you say it, it will merely sound like any unknown English word. Vice versa, an uneducated Italian will understand the word PHOTOGRAPH orally, because it sounds FOTOGRAF, but seldom he will recognize it in writing, because he would read it POTOGRAP. How simple it is to write BELLO and pronounce BELLO; how far fetched it is to write NEIGHBOUR and pronounce NE-BER.

I feel that in advising the Italian Unit of the A.S.T.P to replace the mimicry with more drill and more analysis, I am giving a useful suggestion.

At Wisconsin University the faculty teaching Italian was composed of natives from the North and from the South of Italy, and of non-natives who had learned Italian as a school subject. The first to detect such a triplex difference were the students themselves; and I do not mean by the names of the teachers which might give them away, such as Ambrogio, Turiddu, Patrick. The accents are so different among Italians themselves that they presented problems of mimicry, phonetics, elocution. Even the idioms differ from region to region. Of course instead of criticizing such a situation as some narrow-minded purist or stiff examiner would do, we considered that situation ideal. Our students did not wish to learn Italian for one professor or for one school, but for the purpose of meeting the Northern and Southern people in Italy where no government has ever tried to unify and standardize pronunciation and elocution beyond certain requirements which differentiate the language from the dialects. The presence of non-native teachers speaking Italian fluently was the most convincing and encouraging proof that Italian could be easily spoken even by non-natives.

Italian, which is universally known as *Il dolce idioma, la bella lingua*, the sweet language of *il bel canto* did not delay in voicing its own call. Italian is a language one can hardly conceive and learn and use for hatred and war: the quickest success, a show of good Italian pronunciation, a seeming mastery of the language were very efficiently presented by the total ensemble of the Italian A.S.T.P. during the second week of study. When we taught our privates some Italian folk songs, their powerful voices vibrated with gusto and with amore, even with the coloratura proper to the native

Italian feelings, just as if those men proudly wearing the American military uniform had sung Italian songs all of their life.

Towards the end of the three months we experimented the recording of the voices of our students reciting an Italian passage. The teachers had chosen one passage in prose and one in poetry and the students had time to prepare themselves well. A private who was one of the best students of one of my classes approached me and asked whether I would allow him to record a composition of his own instead of the passages assigned. As an old army captain with a soft heart I had understood the soldier and the man and I answered: "Yes. Please submit the composition to me before recording." That private had understood that an experiment of phonetics and elocution could have been properly and profitably combined with other experiments. Next day that tall, orderly, respectful young man, a good prospect for an officer, submitted to me in my office an original address of love, greetings and wishes—in Italian—to his only child, a three year old daughter. With few corrections of phonetics and elocution private M. recorded a beautiful passage in prose, which was a poem. He was thankful because he had accomplished at one time much more than one simple duty and had stored up most valuable moral satisfactions for the present and perhaps . . . for the future.

To be continued.

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

The Case for Systematic Drill in Language Teaching

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THE old adage that "practice makes perfect" has fallen on evil days in modern language circles. Likewise, the Latin "repetitio est mater studiorum" has become an outworn shibboleth. In our time, the watchwords are "self-expression," "creative activity," "motivation." To be sure, a stimulating article appeared several years ago bearing the intriguing title "Übungen machen den Meister."¹ But upon examination, the exercises recommended prove to be something other than pure drill since the student is allowed some liberty to express himself. Also, the work is intended to form a transition to free composition. A more recent discussion, "Grammars and the Psychology of Learning,"² represents pretty well the prevailing attitude toward practice and repetition. Asserting that the mechanical exercise should give way to the creative, the author says: "Whatever the facts may be, mechanical repetition no longer is believed to result in learning."³ At any rate, one fact in the matter is that for the beginner a foreign language is a decidedly arbitrary and unnatural phenomenon. Sweet holds that since languages are only partly rational they must be acquired largely through a mechanical process.⁴ This is true at least for the elementary stages of study. Repetition alone may not result in learning, but there exist, fortunately, in language as in music, certain patterns which can be mastered by formal means. To the inexperienced violinist the position of the hand on the strings is highly artificial. No amount of creative enthusiasm or ingenious motivation can change the situation. The verb position at the end of the German subordinate clause is just as unnatural to the learner; it often remains so even for the advanced student unless he obtains automatic control through rigid drill.

One plausible reason for the disfavor with which rigid exercises are regarded is that they are frequently associated with the discarded grammar method. In fact, the word "drill" is often linked with grammar. As the dictionary has it: "Any exercise, physical or mental, enforced with regularity and by constant repetition; as a severe *drill* in Latin grammar."⁵ In former

¹ Thomas A. Riley, *Monatshefte für Deutschen Unterricht* (March, 1939).

² Godfrey Ehrlich, *German Quarterly* (May, 1943).

³ *Ibid.*, p. 136.

⁴ Henry Sweet, *The Practical Study of Languages. A Guide for Teachers and Learners* (London, 1926. First edition, 1899), p. 80.

⁵ *Webster's New International Dictionary of the English Language* (second edition, Springfield, Mass., 1941).

years, grammar was the center of instruction. Paradigms, rules, and exceptions were learned after which the illustrative examples were memorized.⁶ Hagboldt remarks: "Practice and repetition were probably enforced *ad nauseam*."⁷ Even the grammars of Ollendorff and Ahn, popular in the middle of the last century, which represented an advance since they shifted their emphasis to practice, still considered language a mechanism. Ollendorff, in particular, obtained much repetition by his tiresome question-and-answer drill.⁸

My own considerable experience in the classroom with many textbooks has convinced me there are certain virtues in the old way: the severe discipline, repetition, insistence on use of the memory. Applied to valid objectives, these features could be very helpful. Most exercises in present-day grammars lack the systematic organization entitling them to be called *drill*. Since they require reflection and discrimination, they prevent the formation of correct habits. Let me give an example. In the lesson on subordinate clauses in German, the student is usually asked to connect pairs of independent sentences by means of given conjunctions. These are placed irregularly so that the subordinate clause may precede or follow the main clause. The proper procedure would be to put *all* the conjunctions before the first, or *all* before the second sentences. In this way, the rhythm would soon make the troublesome word order automatic. When this has been accomplished, a free mode of operation is permissible.

Contrary to general opinion, strict work is not necessarily distasteful to mature students. Judicious portions of drill which I have introduced have been favorably received. Repetition in chorus of a corrected sentence, even five or six times, surprises some pupils at first, but the majority seem to enjoy the adventure. In Schinnerer's *Continuing German* I have insisted on virtual memorizing of answers to questions on the text after the latter had been thoroughly worked over. The kind of drill sentences which seem particularly valuable I have seldom found. I refer to those based on one pattern and made up of equivalent grammatical units.⁹

I shall consider now some striking exceptions to the ordinary drill-work. The booklet of Professors Kullmer and Thelin¹⁰ has twenty-one lessons, each of which contains twenty sentences or phrases, strictly uniform in structure. These are changed, one after the other, by writing additional

⁶ Peter Hagboldt, *The Teaching of German* (Boston, 1940), p. 56. From *Report of the Committee of Twelve*.

⁷ *Ibid.*, p. 56.

⁸ E. W. Bagster-Collins, "The History of Modern Language Teaching in the United States," *Studies in Modern Language Teaching* (New York, 1930), pp. 84 f.

⁹ An exception is R. O. Röseler, *German in Review* (New York, 1943), which contains some excellent illustrative sentences employing this principle.

¹⁰ C. J. Kullmer and E. Thelin, *German Vocabulary Drill Book. 850 Words Based on the Technique of the Memory Drum. First Preparation for Reading* (Syracuse, 1933).

words on an "auctor," viz., a card with a slot just large enough to expose the original sentences. The second project to be discussed¹¹ consists of two hundred and twenty-two sentence types (*Satzbautafeln*), each type comprising six examples. The first three sentences in Table number 151 will illustrate the principle in question: "Die Boten bringen einen Zettel fort. Die Lehrerinnen geben eine Zeitung her. Schulkinder holen ein Heft heraus."

The broadest treatment of this kind of exercise is presented by the famous British linguist, H. E. Palmer, who asserts that in speaking or writing we employ units of speech and that "each unit has either been memorized by the user integrally as it stands or else is composed by the user from smaller and previously memorized units."¹² "Constructed matter" is produced in three ways: by grammatical construction, "ergonic" construction, and conversion. The first mode is the usual laborious process of composing sentences by rules of accidence, syntax, composition, etc., the second type contains sentences built up of "ergons" or "working units," which form the basis of substitution tables similar to those of Jahn. Finally, conversion is a process resembling the Kullmer-Thelin scheme.¹³ Palmer recommends experimentation with the last two methods which he believes should supplant the first.

To conclude my testimony on behalf of systematic drill-work, I shall bring to the witness-box the sanest, most open-minded and most progressive writer on language methods, the late Professor Hagboldt. Analogy, he defines as "a definite tendency within us to use words and groups of words according to certain sentence patterns."¹⁴ "Analogy is of great practical significance because it lends a consoling simplicity to an organism infinitely complex and elusive in other respects. Without this phenomenon we might not be able to learn any language at all."¹⁵

What distinctive merit do these uniform exercises possess? In the first place, it is essential to bear in mind that it is our purpose to create a mould, an impression so that the particular sentences which are drilled may assume that shape automatically. In the beginning, we need not be much concerned about the meaning or content of our examples. We are engaged primarily in a form of linguistic gymnastics which Jahn defends in the following words: "Es kommt bei den Satzbaufeldern allein auf die Einübung gewisser Sprachbahnen an, auf sprachliche Lockerungs—und Straffungsübungen

¹¹ *Satzbaufeldern zum Gebrauch im Deutschunterricht für Ausländer*. Bearbeitet von Robert Jahn. Herausgegeben vom Goethe-Institut zur Fortbildung ausländischer Deutschlehrer. Deutsche Akademie. Heft 3 (Munich, no date).

¹² H. E. Palmer, *The Principles of Language-Study* (London, 1921. Reprinted Jan., 1926), p. 170.

¹³ *Ibid.*, pp. 173 ff.

¹⁴ Peter Hagboldt, *Language Learning. Some Reflections from Teaching Experience* (Chicago, 1935), p. 16.

¹⁵ *Ibid.*, p. 18.

sozusagen, und zwar durch ein Tun. Das heisst aber in diesem Falle: nicht durch Zergliederung, nicht durch Anwendung von Regeln, das alles ist kein sprachliches, sondern ein auszersprachliches (logisches) Tun, sondern durch unmittelbare Übung von Ohr und Mund, unter wenigstens scheinbarer Ausschaltung des verstandesmäßigen Schliessens."¹⁶

It is evident that the swing, the rhythm, the momentum of sentences built up according to a definite pattern can bring about automatic reactions and produce a habit. This is obviously impossible when the mould is constantly broken by additions, subtractions, or transpositions. Moreover, through the cumulative effect of symmetrical constructions, the grammatical principle being illustrated stands out vividly.

In conclusion, I would say that my arguments concerning drill should not be construed as a blanket indictment of the many excellent grammars on the market today. My purpose has been merely to suggest one aspect of elementary instruction which deserves exploration. I am not opposed to any devices whose object is to promote self-expression, nor do I wish to eliminate reflective thinking from classroom methods. However, I do feel that we are making bricks without straw when more or less free exercises are not *preceded* by rigid drill. Strict work involves mechanical procedures, memorizing, repetition, close imitation of models; it means *knowing* our language multiplication tables, our linguistic axioms so that the reasoning powers may be freed for proper goals. As Kaulfers puts it: "It is only to the extent in which control over the mechanics of form is sufficiently automatic to enable the mind to concentrate primarily on *function* that anything approaching mastery is achieved."¹⁷

Today when some grammars emphasize reading, while others have been shortened, "streamlined," when increasing stress is placed on active knowledge, on the spoken word—in short, in a time of courageous experimentation, we need not fear that any method promising genuine progress will be rejected without fair trial.

¹⁶ *Op. cit.*, pp. iv f.

¹⁷ W. V. Kaulfers, *Modern Languages for Modern Schools* (New York, 1942), p. 12.

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Objectives in Teaching Foreign Languages to the Fascist Youth

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WE OFTEN are told that the knowledge of foreign languages diminishes the danger of war in creating a deeper understanding for other nations. The European example is a clear proof of the fact that the mere knowledge of one or two or more foreign languages did not at all contribute to the achievement of our common purpose and common hope: the creation of a peaceful atmosphere between the different nations. I am speaking here about the language situation in those countries with which I am most familiar, namely about Germany and Italy, and it may be said parenthetically that the situation in France, Belgium, Spain, and Greece is not so much different.¹ In high school at least one modern language was offered, in most of the schools two, and even in the classical schools which laid greatest emphasis upon Latin and Greek, French was taught for seven years and the opportunity of studying English for four years was given. On the other hand it is a well known fact that high schools in the United States do not stress a thorough study of modern foreign languages, a fact frankly admitted by those who are critical of the present language situation in this country. Even if we allege for a moment that not a single American knows no single word of a foreign language, we could legitimately not contend that the mind of this "one language nation" is less peaceful than that of the Europeans. The political events of the last thirty years offer sufficient proof for this fact.

However, it is evident that nobody who is interested in Europe and its future would venture to draw the opposite conclusion, that, on account of the unsatisfying results in Europe, the teaching of foreign languages should be abolished. On the contrary, if we believe in the possibility of creating a better world, if we believe in reconstruction, foreign languages shall contribute to this goal and shall serve as an efficient instrument to create a basis on which the different nations may live and work and compete peacefully together.

The allied and the friendly nations in Europe will in a comparatively short time rebuild their educational systems. The disastrous influence of the German and the Italian oppressor on their educational systems will soon disappear, and these nations will enjoy a real renaissance and their common endeavor will bring their traditional culture and civilization to a new height. The question arises, what shall happen with the dictatorial

¹ The educational system of the Northern European countries, of England and of Holland, are unknown to me.

states, Germany and Italy? Will it be possible to do efficient reconstruction work and, if we answer this question in the affirmative, how shall and how will this work proceed? It is superfluous to say that the immense and immeasurable problem of reconstruction cannot be the subject of this discussion. Only one question which however seems of high importance to me may be briefly discussed, namely, the question how to teach foreign languages to the youth of the former dictatorial countries in Europe and with which objectives. There are three different ways, three different purposes of studying a foreign language. The first is the study of the language for the language's sake, comparable with the *l'art pour l'art* theory. This is the way of the scholar who examines the problem not asking for any practical result and devoting his painstaking endeavor to the linguistic problem itself. There is only one purpose he pursues: pure knowledge, and philosophically this type of student refers to the concept of Kant, the "*interessenlose Wohlgefallen*." This type of student existed in Germany and in Italy to a certain extent, in Germany even during the Hohenzollern Monarchy. Later on, during the Weimar Republic, many university teachers neglected their noble duty of serving pure knowledge, and they abused the linguistic investigation for propaganda purposes. (Even the classical languages were used by certain professors to awake hatred against the democratic institutions of the Weimar Republic.) Furthermore, there is a second way of approaching and studying a foreign language: the practical, or, in most of these cases, the commercial purpose. Those who study a modern foreign language with the purpose of trade exchange with foreign countries may usefully employ this method and although, from the viewpoint of the language study, we often enough complain of the overemphasis which is laid on the practical side of this study, no serious objection can be made to it from the viewpoint of objectivity or reconstruction. The third way of studying a foreign language has methodologically much in common with the first way of studying; yet it comprises more. It is not confined to a scientific investigation of language and its laws, it does not precede without questioning why and to what end. The third way which I suggest calling the ethical approach to a language serves a certain purpose and is directed toward a certain goal, namely to enlarge the ethical background of the student. If we believe in the fundamental equality of human nature, if we do not give up hope of educating the youth of the Fascist countries, then the ethical way of teaching a language is the only one which may contribute to a real reconstruction and to the reeducation of a youth which, for decades, has been taught in the spirit of the worst enemy of mankind: in the spirit of national hatred.

I recall my first days in the classical high school in Berlin, and the first lesson which initiated the study of Latin. *Rex et regina* are in the garden. Was that monarchic propaganda? If it was, then surely a mild one. Yet still today when I think of a garden I associate a king and a queen with it.

It was at the age of ten when my Latin study began. After two years had elapsed, French was added to the curriculum, le roi et la reine accompanied regem et reginam in the garden. And after another school year, when Greek entered the study, basileus completed the royal family (it seemed that a Greek queen did not play an important rôle in ancient Greece, that was, at least, the conclusion we drew). It went on that way through the nine years in high school; we read about kings and princes, and representatives of an aristocratic world. It was a noble royal atmosphere in which we boys were raised. Most of the students accepted willingly what their monarchic teachers offered to them. They became the leaders of the nation, its judges, officers, officials, lawyers. In some this kind of teaching awakened opposite feelings, feelings of rebellion and protest. Some of these rebels were lucky enough to serve the Weimar Republic as officials after the November Revolution (among them was I). Was all that propaganda? Should we say that the German youth before the first world war was educated for Naziism, or the Italian youth for Fascism? This statement would be an exaggeration. But one fact is clear and can be proved through thousands of utterances of leading educators of the monarchic era: it was the purpose of the monarchy to educate what they called "stramme Monarchisten," to influence body, spirit and mind to make them ready to fight for "Germany's place in the sun"; and although history with its glorification of the Hohenzollern tradition played a greater rôle in educating the youth in the monarchic spirit, languages contributed to fill possible gaps left by history and geography. Was it propaganda? "There is propagandism in democracy as well as in dictatorship. No human being breathes the pure propaganda-free air of truth. . . . Every human being, even the most impartial scientist, sees the human scene in the light of his own values. . . . Propagandism begins at the mother's knee and its impact ceases only when life ends."² The events in Hitler-Germany and in Mussolini-Italy are the best proof of this statement. It was particularly in Germany that science was lowered to play the humiliating rôle of demonstrating the superiority of the German master race. Romanic languages lost the high position which they had enjoyed in former days and the class room both in high school and university was transformed into propaganda cells.

Shall we imitate this example of the dictatorial countries? To put the question is identical with an answer in the negative. On the other hand those in whose hands the enormous task of reconstruction will be laid will envisage the tremendous problem, how to use all their subjective capabilities and all the objective possibilities to educate the Fascist youth for the ideal of eternal peace. This education will begin with the root of education, with the first day in kindergarten and it will end with the last day in university. It is superfluous to say that all textbooks, even those used during the fifteen years of the Weimar Republic, must be thoroughly re-

² R. M. MacIver, *Leviathan and the People*, Louisiana State University Press, 1939, pp. 48-49.

vised. The German Republic tried to revise the textbooks used in the monarchic schools and strove to introduce such modern foreign language texts that gave the students an objective picture of their neighbors. The educators of the youth of the former Fascist countries cannot take this task seriously enough. The way in which we read descriptions of foreign countries, foreign nations and their costumes may be decisive for the formation of the opinion of a whole generation, particularly when we always bear in mind how easily the juvenile spirit may be influenced.³ However, the textbook is not the main factor of education. The task of the genuine educator commences where the textbook ends, where he purposely strives to exert his influence upon those who are entrusted to him. Were it different, teachers would be superfluous and it would be sufficient to place a teaching machine with good and clear records in the classroom. Let us plunge into the problem, into all its depth and seriousness and gravity and let us face it honestly and conscientiously as if we had to defend our position before a high authority which, in this case, is not identical with the dean or the president of the universities where we are teaching, and not identical with the parents whose boys and girls are entrusted to us, but which is identical with nothing less than mankind. I may be permitted to cite a few examples from my own experience. In teaching a course on Spanish literature it is entirely left to me which of the different trends and currents I want to stress. As a human being with limited potentialities I can see only one or a few sides of the problem and since ethics, for my feeling plays the most important rôle and constitutes the common denominator of Spanish literature, I stress its ethical value. Since I am a passionate adversary of each kind of monarchic institution, I cannot overemphasize the greatness of the political era under Charles V and Philip II, but as a subjective being, underlying subjective judgments, I see in climactic period already the first shadow of the downfall of Spain. In a survey of German literature, doubtless, one teacher will stress the significance of Martin Luther for the creation of Modern German, another, in discussing Goethe, will emphasize his cosmopolitan tendencies, a third one will stress his conservative or his "pagan" attitude, and Schiller may induce one teacher to discuss his revolutionary ideas, while another considers him the forerunner of German nationalism. Is Dante to be considered the creator of the Italian language or the builder of the Medieval idea of a universal empire, is he a theologian or a philosopher, an allegoric poet or the first modern philologist? Is the didactic purpose of the Roman de la Rose of higher value to us than the songs of Bertran de Born? Which philosophy offers a deeper satisfaction to our mind, that of the sceptical and conservative Montaigne or that of the encyclopedists? Whether we want to or not, we influence our students and even the most "voraussetzungslose Wissenschaft" is not able to overcome this problem. When the students graduate after having studied with me

³ During my nine years' stay in Italy I had the opportunity to observe the devastating influence of the Fascist textbooks on the Italian youngsters.

two or three years, I know that, at least a part of them, are influenced by my opinion, although I am always striving to stress that there are many other ways of seeing and judging and thinking.

Even in the field of historical grammar, linguistics, and semantics the same observation may be made. In discussing the history of a word which depends on the choice of the word, what kind of associations I awaken in the students. Speaking about historical, social, political or religious events that worked together in order to create a word or the specific meaning of a word or certain connotations, all are an outgrowth of my position toward the word and its historical roots. If we believe in objective values on a higher or on a lower level, then we cannot deny values which we find intrinsically hidden in the words and it is the task of the teacher to excavate the hidden treasures. Explaining etymologically the words democracy and dictatorship, I feel myself that the "rule of people, the *cratia démou*," is superior to the mere following of a dictation, the imposing of a blind rule upon us. On the other hand an adversary of democracy may shiver at the thought of the rule of a sovereign people. Thus we see that in every field of human activity we influence other people and we are influenced, we suggest and we are suggested to, we impose our judgments or foreign judgments are imposed on us. Human activity is co-activity, is interdependent, is reciprocal or it is not any more human, working in the vacuum of solipsism.

How to apply these observations to the future teaching of modern languages to the Fascist youth? The problem that must be solved at first will be, of course, that of selecting apt teachers. Knowledge, even superior knowledge, mastership in teaching and enthusiasm for the work will not be sufficient to make a man eligible and qualified for teaching the misled German and Italian youth. We have to eschew the immense mistake of the Weimar Republic to let things go on as if nothing had happened on the ninth of November, 1918. There were gifted teachers in the German Republic who had taught during the monarchy and, doubtless, they enriched the knowledge of their students. Yet they took advantage of their chairs to propagandize against the republic and against its institutions, the same institutions to which they were supposed to lend their support. It may suffice to mention in this connection the name of Wilamowitz-Moellendorf, the excellent classical philologist who continued to educate the students in the monarchic tradition, or Gustav Roethe, the successor of Erich Schmidt whose interpretation of Goethe served more an anti-democratic demonstration than a scholarly setting forth. Of course, I do not advocate entrusting the education of the Nazi youth to such personalities. What we want and what we have to insist on is an honest democratic conception which is not a by-product of the person of the teacher but permeates his thoughts, his feelings, and his actions. August Bebel, the leader of the German pre-war social democratic movement, said occasionally he would

be able to write a book on socialism without mentioning once the word socialism. That is exactly what we expect from the educator of the European youth: democracy must not be a poster which he hangs around his neck as pickets do, but democracy must live in his heart and in his mind. If we agree with the statement that everything that we do, consciously or not, is the emanation of a firm concept of world and life (*Weltanschauung*), then the task which we are facing will be solved comparatively easily. If we succeed in finding the right men, we may be sure that they will do the right job. Automatically such a personality will substitute *amicum* or *fratrem* for *regem* and *reginam*. He will replace *le roi* with *l'ami*, and *basilea* not with *tyrannos* but with Plato or Phidias or Pericles. In giving lectures on Renaissance literature his interpretation of Machiavelli will be different from that of his nationalist predecessor, and he may agree or not with the politics of the Prussian king, Frederic II, he rather will consent to his Anti-Machiavelli. The spirit of Burckhardt must prevail over that of Nietzsche or Taine. When he discusses etymology and semantics he will, without any particular arbitrariness, examine words the historical meaning of which involves an ethical value. Of course, an obstructive attitude would do more harm than good. The classroom should not be transformed into a propaganda place even if the propaganda has the noblest goal, namely, converting misled youngsters to truth and displaying before them values which are objectively higher than those taught before. As great as our appreciation of knowledge and enthusiasm may be, one indispensable quality must prevail in the personality of the teacher to come whose ideal picture we have tried to draft here: tact. Those students who are raised in the dictatorial ideology will constitute very difficult material for education. At least, a part of them will meet their new teachers with distrust and even with hatred. To create an atmosphere in the classroom which guarantees a successful cooperation between educator and student will be a task which can be solved only with extreme tact.

The question whether it will be possible at all to reeducate the Nazi youth cannot be discussed here. If I were not convinced of the possibility—although I see the whole gravity of the problem—this article would lose its sense and its meaning. Goodness and wisdom are the two main goals of a genuine education, according to Robert Hutchins.⁴ If we agree with this great educator—and who should not?—then we cannot give up hope that, on the basis of the fundamental equality of human nature, we shall be able to bring to a re-birth these cardinal virtues which actually lie buried under the *débris* of dictatorship, and to employ them as the most essential factors of reeducation. I do not doubt for a minute that the teaching of languages will contribute much to the fulfillment of this high and ideal educational purpose.

⁴ Robert Maynard Hutchins, *Education for Freedom*, Louisiana State University Press, 1943.

• Meetings of Associations •

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS, NEW JERSEY CHAPTER, ANNUAL FALL MEETING ON NOVEMBER 12, 1943

ON FRIDAY morning, November 12, the New Jersey Modern Language Teachers' Association together with the New Jersey Classical Association held its annual fall meeting at the College of the City of New York.

Mr. Roger J. Brigham, head of the language department of the Clifford J. Scott High School, East Orange, New Jersey, and president of the Modern Language Teachers' Association, presided.

The first speaker was Dr. Howard E. Kershner, Director of the International Commission for Child Refugees. Dr. Kershner went to Europe at the time of the Spanish Civil War to administer relief to the starving homeless children of Spain. He later went to Southern France where he directed relief work for all refugees who were seeking shelter there. When Germany started to invade from the north the task became almost superhuman. Dr. Kershner and his staff with dauntless courage and unbelievable ingenuity were able to continue their work of feeding and clothing the children in Southern France until supplies available in Europe were completely exhausted. When it became necessary to bring food from the Western Hemisphere, permission to pass shipments through the British Blockade was refused.

Dr. Kershner returned to the United States where he has been working ceaselessly to convince authorities that unless the children of The Netherlands, Belgium and France are fed now, there will be no Western European population to rehabilitate at the close of the war and that although we may conquer the German army, Germany will have won the fight to dominate Europe, with children who will be the only healthy ones left.

To questions as to whether the Germans would not use for themselves the food which they are morally obliged to provide for the children, Dr. Kershner said that under his administration, children received no help until their own ration cards were exhausted. Would not the Germans seize the shipments sent to Europe? They have not done so in Greece, and should they seize one shipment, there would not be a second. The amount of food in one shipment would not make one meal apiece for each German, and such a seizure would give the Allies a fine propaganda weapon.

The food would not all come from the United States; only cereals, of which we have a surplus. Meats and fats would be sent in Neutral shipping from South America. The money would come from funds which the Western European Countries have deposited in the United States of America.

Dr. Kershner ended his talk on a reassuring note. He said that the United States Senate was seriously considering granting immediate aid after having heard his testimony. The Modern Language Association decided to send a letter to Washington urging favorable consideration of Senate resolution 100 which deals with this problem.

Dr. Milton J. Cowan, Director of Intensive Language Program, American Council of Learned Societies, was the second speaker. He told of the development of techniques for teaching languages for which there were no trained teachers nor texts, to members of the Armed forces. Emphasis is on oral drill for a small group of selected men who work 17 hours a week with a trained language teacher for techniques and a native for pronunciation.

Mr. E. C. Allen, president of the New Jersey Classical Association introduced the last speaker, Professor Jeanne Varney of Columbia University. Madame Varney is professor of French phonetics. She spoke on the importance of correct pronunciation in the teaching of a foreign language. She urged teachers to use constantly the foreign language they teach in

their classes, and suggested that instead of pointing out the similarities between a foreign word and the English word, which leads to poor pronunciation, the difference between the two should be stressed.

Madame Varney suggested that from her observation of work in secondary schools, more attention should be given to inflexion.

ASSOCIATION OF PRIVATE SCHOOL TEACHERS OF NEW YORK AND VICINITY, ANNUAL FALL MEETING ON NOVEMBER 13, 1943

General Conference: MARFA DE LOURDES LA PEREIRA, Lincoln School and Barnard College

Subject: The Teaching of Portuguese in the New York Schools

Foreign Language Conference: ELIZABETH ROSER, Brearley School

Subject: Language Teachers and the Post-War European Reconstruction

TENTH ANNUAL FOREIGN LANGUAGE CONFERENCE
at NEW YORK UNIVERSITY, SCHOOL OF EDUCATION on NOVEMBER 6, 1943
in cooperation with the METROPOLITAN CHAPTERS OF THE AMERICAN
ASSOCIATION OF TEACHERS OF FRENCH, AMERICAN ASSOCIATION
OF TEACHERS OF SPANISH, THE ITALIAN TEACHERS ASSOCIATION,
THE AMERICAN ASSOCIATION OF TEACHERS OF GERMAN, THE AMERICAN ASSOCIATION OF TEACHERS
OF HEBREW, THE NEW YORK CLASSICAL CLUB

Special Topic of the Conference: How Can the Teaching of Foreign Languages Be Improved to Meet Present Needs?

PROGRAM

General Session

Chairman: CHARLES W. FRENCH, Boston University

Greetings from the School of Education: DEAN E. GEORGE PAYNE

Announcements: HENRI C. OLINGER

Speaker: J. M. Cowan, Director, Intensive Language Programs, American Council of Learned Societies

Special Conferences

Latin: Chairman: JACOB MANN, Boys High School

Panel: EDNA WHITE, Dickinson High School, Jersey City, N. J.

JOHN DAY, Barnard College

French: Chairman: HELEN SCOTT MILLER, Scarsdale High School

Panel: CHARLES W. FRENCH, Boston University

ALINE DE KERNAY BRIGGS, John Adams High School

Spanish: Chairman: EMILIO L. GUERRA, Benjamin Franklin High School

Panel: SAMUEL W. NEWMAN, Valley Stream Central High School

JOSEPH L. SLATER, Evander Childs High School

Italian: Chairman: EMMA MENNA, Christopher Columbus High School

Panel: VITTORIO F. CERONI, Hunter College

A. ARBIB-COSTA, Professor Emeritus, City College

German: Chairman: HAROLD LENZ, Queens College

Panel: PAUL RADENHAUSEN, Brooklyn Technical High School

ALFRED MUESER, DeWitt Clinton High School

English for the Foreign Born: Chairman: PERRY L. SCHNEIDER, Board of Education, N.Y.C.

Panel: FRANK THOMAS, New York University

SAMUEL J. BROWN, Bronx Vocational High School

Hebrew: Chairman: JUDAH LAPSON, Chairman, Jewish Cultural Council

Panel: CLARA BARRAS, Evander Childs High School

NOAH NARDI, Jewish Education Committee

General Language: Chairman: WILLIAM MILWITZKY, West Side High School, Newark, N. J.

Panel: MARY RILEY, Board of Education, N.Y.C.

RUTH O'MALLEY, White Plains High School

SYLVIA N. LEVY, Washington Irving High School

Local Committee: Chairman: HENRI C. OLINGER

HYMEN ALPERN

FAUSTA NEGRI CASTRO

VITTORIO F. CERONI

JOSE FRAGOSO

EMILIO L. GUERRA

ABRAHAM I. KATSH

FERNANDE FAGNON

LUCIENNE C. OLINGER (in service)

New York University

At the General Session:

Highlights of Dr. Cowan's Speech

The Intensive Language Programs are intended for persons who already have a discipline in languages in order to make them more useful in government service. The main purpose, therefore, is to establish training facilities in the languages. These programs, set up in twenty-five languages, were established in 1942 in a large number of institutions throughout the country. The course, which lasts nine months with seventeen hours per week of work, consists of War Area Courses (geography, civilization, culture, etc.) and Language Courses.

In order to qualify for the Army Specialized Training Program (A.S.T.P.), the candidate must have a basic knowledge of one of the modern foreign languages. The primary objective of this program is to give the student a command of the spoken form of the language. (It is understood that this will include a practically perfect auditory comprehension of all spoken material heard by the trainee.) Mastery of the traditional system of orthography is secondary in importance and is to be taught only when it can be proven that it contributes to the better acquisition of the primary objective.

The method used is the technical analysis. There are a few students in the class who are under-studies for the linguists. These under-studies learn the technique of analysis. (These techniques are described in *An Outline of Linguistic Analysis* by Bernard Bloch.) Native teachers serve as models for the under-studies.

The progress in the languages is in direct proportion to the quality of the materials with which the instruction is given. A course aims at being a self-teaching course to be used under the guidance of the training teacher and a native speaker. If, however, there is no training teacher, only a native speaker, specific directions are given for one student to be the leader of the group. If there is neither a training teacher nor a native speaker, records should be used. (These records will be available to the public shortly.)

The following conclusions could be drawn from the experience and application of the Intensive Language Programs: 1) For a minimum achievement, eight or nine hours per week would be sufficient; for a maximum achievement, more time would be required. 2) Acquisition of the spoken form of the language should precede the written form. 3) The students should learn material in the language which they could produce on occasion (summarization). 4) Grammar is to be introduced only when it is needed and when it is useful in the course. Formal grammar should not be memorized.

(*Editor's note:* Dr. J. M. Cowan is the Director of the Intensive Language Programs sponsored by the American Council of Learned Societies with executive offices at 1219 Sixteenth Street, N.W., Washington, D.C.)

At the Special Language Panels:

The importance of meeting present needs in language teaching was stressed—military needs, reconstruction and rehabilitation needs. Methods of improving the teaching of these languages to attain these new objectives were also discussed. New objectives bring about new techniques, which techniques, it was pointed out, will continue to influence language teaching now and in the post-war period.

• Notes and News •

REPRINTS FROM THE MINNESOTA ROMANCE LANGUAGES NEWS LETTER

Vol. IV

October 1943

No. 1

A.A.T.F.	The Department of Romance Languages	A.A.T.S.
Minnesota-Dakota Chapter	University of Minnesota	Minnesota Chapter
J. Fermaud, Pres.	F. B. Barton, Chairman	G. W. Harrison, Pres.
Editors: L. A. Wilson (French); Helen Sears (Spanish)		
Editorial Offices: 318 Folwell Hall		

Editorial

WE should like, at the outset of our fourth year, to repeat our offers of service to the teachers of French and Spanish to whom the *News Letter* is addressed, and to repeat also our standing request for your names and any ideas or criticisms that may come to you on reading our publication. In all earnestness, we ask you to help us to serve you.

First Quarter Enrollment Figures

	French	Italian	Portuguese	Spanish	Totals
Fall 1942	273	13	19	761	1066
Fall 1943	282	15	11	844	1152

In comparing these figures, it should be noted that the 1943 enrollment in the Arts College is approximately 23% under that of 1942.

What the Schools Should Teach in Wartime

A challenging booklet has been issued by the Educational Policies Commission of the NEA with the above title. It may be had for 10 cents by writing to the NEA, 1201 Sixteenth Street N. W., Washington, D. C. It has this to say about languages (p. 18), "... The war need is not for several million people who have been exposed to only one or two years of French or Spanish or German. *It is, however, highly desirable that a certain proportion of our total fighting and producing strength should have such a mastery of a foreign language that they can read it, write it and speak it with a considerable degree of fluency.* Teaching a few people to master one or more of the modern foreign languages is a much greater contribution to victory than building up large staffs and enrollments for instruction that falls far short of a useful working knowledge." To those of us who remember what another educational booklet had to say about languages (*What the High Schools Ought to Teach*, American Council on Education, Washington, D. C., 1940) this one is more realistic and takes a saner view of the language problem.

French Book Loan Service & Book List

Many teachers of French have wondered at one time or another how to keep up reading of French books, especially classical works, and how to get reference works needed for their courses. To help them and others, the French Institute in the U. S. inaugurated a book mailing service which is putting at the disposal of its members scattered throughout the U. S. the resources of its library collection of over 40,000 French books. Information concerning this service may be obtained from the Librarian, French Institute, 22 East 60th Street, New York 22, N. Y.

Foreign Languages as War Courses in N. Y. High Schools

Last April the New York City Board of Superintendents announced that beginning this September the fourth year of a foreign language (French, German, Italian, Spanish) would have official standing as a war course in the public schools. "We are permitting pupils whose ability in a language indicates that they can achieve a high degree of competence in it to offer that subject as a war course, because of the possibility of their using their knowledge as interpreters," said Associate Superintendent Frederic Ernst of the High School Division.

It is estimated that at least 1000 pupils will be taking Fourth Year French in the fall.

May 17, 1943

To the Superintendents and Principals of Minnesota Schools,
and the Newspaper Editors throughout the State:

Gentlemen:

May we call your attention to a very serious situation in education in this country? We refer to the general decrease in the study of modern foreign languages in high schools. Of the modern foreign languages, Spanish alone is showing a healthy growth. In many high schools, French has been dropped entirely, there is decreased enrollment in German and little or no Italian is being taught. This is occurring at the very moment when a global war is taking great numbers of young men and even young women into countries such as Africa, the Pacific Islands, and no doubt soon into Europe, where a knowledge of these languages will be important for the war effort and for their own safety.

In addition, there are the problems of post-war rehabilitation, in which large numbers of Americans will undoubtedly have a prominent part, and in which a knowledge of the language and institutions of the country to be administered will have a vital role. Special institutes for such training have been established by the Government at various educational centers. It will be a great advantage to young people, both men and women, contemplating such service, or called to it, to have started their foreign language study early. No doubt this need will soon be generally realized but, if we discontinue such study now, our own contribution will be too little and too late.

This ought to be made known to all educators and to the general public, and given most serious consideration both in planning and choosing a course of study.

(Signed)

FRANCIS B. BARTON, Chairman
Department of Romance Languages and Col-
leagues in the Faculties of Law, Medicine,
Engineering, Business Administration and other
Departments

ESSAY CONTEST

The Modern Language Association of Missouri

THE Modern Language Association of Missouri announces an essay contest to high school students interested in modern foreign languages, to be written in English. The subject is: *The Importance of Modern Foreign Languages Today and Tomorrow*: How will the study of foreign languages help prepare the youth of today to solve the problems of global war and global peace? (This is to be the general theme of your essay. You may interpret it in any way you choose.)

The conditions of the contest are as follows:

1. Three original copies of competing essays are to be submitted on or before March 15, 1944, typed on one side of the paper only and double-spaced.
2. The essay must not be less than 1200, nor more than 1500, words in length.

3. Any high school pupil in the state may compete.
4. Each essay must be accompanied by a statement signed by the modern language teacher or the principal and by the student, that he is regularly enrolled and that the essay is the contestant's own work. Source references should also be given.
5. The judges will be chosen from the teaching staffs of the University of Kansas City and Kansas City Junior College.
6. Essays will be judged for their originality and interest, quality of English and literary merit.
7. Awards will be announced not later than April 15, 1944.
8. Three prizes of ten dollars, five dollars, and two dollars and fifty cents will be awarded.
9. All communications should be addressed to Miss Madge Wardell, 3511 Gillham Road, Kansas City 2, Missouri.

• Correspondence •

November 1, 1943

Mr. Edwin H. Zeydel,
Managing Editor,
The Modern Language Journal,
University of Cincinnati,
Cincinnati, Ohio.

MY DEAR MR. ZEYDEL:

My attention has been drawn to an article in the October 1943 number of the *Modern Language Journal* entitled "Social Aspects of Modern Language Teaching," by Willis Knapp Jones, in which there appears a statement that "only one high official in the United States (a former missionary) can read or talk Japanese." In the interests of fairness to the American Foreign Service I think you will wish to know that this statement is wholly incorrect.

In the Department of State the great majority of the officers of the Division of Far Eastern Affairs, including the Chief of the Division, have a good knowledge of either Chinese or Japanese and some who have specialized in one of the two languages also have a working knowledge of the other. Some of the Japanese-speaking officers of the Department have perhaps as good a knowledge of Japanese, including Japanese slang (to which reference was made in the article) as most Japanese diplomats have of English. Moreover, prior to Pearl Harbor most of the high officers of the former American Embassy in Tokyo, including the Counselor of Embassy, had a good knowledge of Japanese judged either by practical or academic standards. In China most of the officers of the Embassy, including the Counselor, as well as the Consuls in the principal cities, have a good knowledge of Chinese. For the past forty years the American Government has made it a practice of assigning young Foreign Service officers to the missions in China and Japan for a detail of two years to devote themselves principally to acquiring a thorough knowledge of the languages and institutions of Japan and China respectively.

It is hoped that the foregoing statement will be useful to you in correct-

ing the misleading impressions that may have been created by the published statement to which reference has been made above.

A copy of this letter is enclosed, with the request that you be so good as to forward it to Mr. Jones.

Sincerely yours,

G. HOWLAND SHAW
Assistant Secretary

Enclosure:

As stated above.

Oxford, Ohio
Nov. 6, 1943

Mr. Willis Knapp Jones' Answer to
G. Howland Shaw, Assistant Secretary

To the Editor of *Modern Language Journal*:

I am sorry a sentence about our knowledge of the Japanese language, in the October *M. L. J.*, caused such a turmoil. The trouble is that people have read into it so much that isn't there.

First, it was not original with me. The statement appeared—apparently unchallenged—in a sociological journal, and when Senator Thomas broadcast to Japan, it was repeated in various forms. Perhaps I should have sent a questionnaire around to see whether it was true, but I had no reason to doubt it, knowing what I did about those who in the past guided our diplomatic dealings with Latin America. Even among those sent to South America a score of years ago, some of the top men knew neither Spanish nor Portuguese. Our Ambassador to Chile, when I was connected with the Embassy in Santiago, made no attempt to learn it.

Secondly, my statement implied nothing about our representatives in Japan. I said: "In the United States." I am well aware that Ambassador Grew talks Japanese and that his wife's family has been in touch with Japan since her grandfather, Commodore Perry, first called there. Two children of the President of Western College, right here in Oxford, spent several years in the Embassy at Tokyo and talked Japanese. A fellow alumnus of Hamilton College used Japanese in the Consulate at Yokohama. But at the time this article was submitted for publication, more than a year ago, none of these people could be classified as a "high official in the United States."

Incidentally, I have been told that the gentleman from Utah has less linguistic ability than has been credited to him.

I am glad to be set right. It is gratifying to know that State Department officials are satisfactorily meeting the problem of learning the languages of our potential enemies, as well as of our friends. And I hope the statement by Mr. Shaw will be given wide circulation.

Cordially,

WILLIS KNAPP JONES

Reviews

DUMAS, ALEXANDRE, *Dantès-Episode tiré du Comte de Monte-Cristo*. Retold and Edited by Otto F. Bond. The Heath-Chicago French Series. Graded French Readers. Book I—Alternate. D. C. Heath & Co., 1943. 58 pages. Cloth binding.

Something new has been added to the well-known and very popular Graded French Readers—the Alternate Readers. Book One, the thrilling adventure of Dantès' imprisonment and struggle for liberation is simply but eloquently retold and is particularly suited to rapid supplementary reading. The element of suspense and mystery is deftly introduced and therefore will please the literary tastes of the young students of French of the high school. The story is divided into short chapters, each with an interesting and helpful title. The vocabulary treatment will be familiar to those who are acquainted with the first series. There are about 300 cognates, 97 grammar variables, 52 irregular verb forms of which 24 are of the commonest irregular verbs and about 200 basic or general utility words. These basic words appear in the footnotes while the others are dealt with in the vocabulary at the end of the text. The idioms numbering only 45 are of common occurrence. The sentences are short and simple and dialogue and statement are alternated. The editor, by means of his very excellent vocabulary lists, seems to lay full stress upon word study, neglecting the opportunity of testing the students' comprehension of the story by means of short, simple questions or other exercises which would be helpful to both teacher and student. Nevertheless, *Dantès* is the first of what promises to be another interesting, popular and worthwhile series of retold tales and episodes in French literature.

CYBÈLE POMERANCE

New York University
New York City

RÖSELER, ROBERT O., *German in Review*. New York: Henry Holt and Company, 1943. Price, \$1.35.

To correct "frequent uncertainty on important details of grammar" was the driving purpose of this new text in German. *German in Review* is appealing in its simplicity since the author confines himself strictly to fundamentals, and gives the dullest student an opportunity to learn by providing abundant exercises on these basic points. It is intended for students in the second or third semester in college or advanced high-school classes.

After a two page Preface and a four page Table of Contents there follow 144 pages of grammar with exercises properly divided: I, The Verb; II, The Noun; III, The Adjective; IV, Pronouns; V, Word Order; and lastly VI, Synopsis of Grammar. Another 34 pages comprise a German-English, English-German Vocabulary and a comprehensive Index. Striking is the make-up of the main body of the book which under 70 headings, indicated in large heavy print and extra large numbers at the top of each page, presents one elementary principle in grammar in each heading. One grammatical principle forms therefore one chapter and it is worked out in such a way that through its boxed-in illustrative paradigm, heavy typed rule or explanation, ample German exercises, and English sentences to be translated it appears as a one or two page unit. Only twice, topics 15 and 24, Conjugation of Modal Auxiliaries and Subjunctive in Indirect Discourse respectively, do chapters extend to three pages.

According to the author there is no necessity to follow the topics in sequence. Although each section is graded in difficulty the individual division with its many chapters is in no way limited to its own material. Thus a general freshness of tone, variety and timeliness prevail

throughout the exercises. In the translation exercises of section I, The Verb, it is understood that the student also knows the declensions of nouns, adjectives, pronouns and some idioms. Likewise in section II, The Noun, from §28 onward in exercises on plurals and singulars the knowledge of adjective declensions is indispensable, and that of pronouns in particular in §36, B. Hence, while a student may be reviewing some elementary grammatical principle, he is never allowed to disregard all else of his previous knowledge of the language.

The paradigms, consisting of conjugations, declensions or complete sentences, are the backbone of the terse rule. At times one could wish these paradigms to be less concise and the attending rule more explanatory, as for instance there might be mentioned in §8 the position of the infinitive; in §15 English translations for tenses beyond the Past; in §40 an example of a genitive position preceding a noun. In §32 students will question *Mittagshitze*, *Strassenecke*, *Hirtenknebe*, etc., appearing in B. The rule in §58 is insufficient in view of the fact that there is no separate topic on separable prefixes in dependent clauses. Similarly, an all too great economy in words may be very misleading, e.g., in §3 where the simple rule deduced from the past tense of *singen* does not apply to *essen*, *sitzen*, and *stehen* in A. The mentioning of *Umlaut* in §18, 4 would greatly clarify an otherwise dubious rule.

Of the "frequent notes and cautions" in form of footnotes, twenty are cross references and another twenty are explanations and notes containing necessary details of grammar. Three are both. Several times references are immediately appended to the rule as in §6, §7, §15, p. 19, and §15, p. 20. Just one Note is appended to the rule as in §15, p. 20. This reviewer feels that the author could have made considerable better use of these "notes and cautions" by listing irregularities and exceptions, e.g., in §2 conjugation of irregular weak verbs; in §9 *nehmen*; verbs in s-stem: *lesen*, *essen*; *gehen*, *stehen* and *sitzen* occurring in the following chapter; in §17 the *man* construction and the impersonal passive; in §29 *Bauer* and *Nachbar* also as weak nouns (indispensable to the understanding of noun declension is §81 of Synopsis of Grammar); in §43 *manch ein gutes Buch*, which occurs in §47, B, 11; in §45 adjectives as nouns. The six insertions of *than* and four insertions of *als* after comparative, and two insertions each of *as—as* and *so—wie* would justify a rule or note for these usages.

Since this is a topical grammar, all references ought to be made to the topics and not to the pages, particularly when the page references are incomplete as in §3, both footnotes; §5, §13, §17, first note; §27, §28. Only once, §15, p. 19 does a "complete" reference indicate the full extent of pages of the Synopsis of Grammar. A reference to topical numbers would rectify this.

Other irregularities include the following: §12 lists the (24) most common separable prefixes, and although *um* and *weiter* are not among them, *um* occurs twice and *weiter* once in the German exercise, while many of the listed (24) most common prefixes, like *entzwei* (not in MSGV) are not used. §13 gives a list of (28) most common reflexive verbs. Among them is *sich erkundigen* which is not in the MSGV. Again several of these (28) most common verbs are not used in the exercises, although reflexive pronouns may be found there with such verbs as: *bewerben* (not in MSGV), *drängen*, *beschäftigen*, *fühlen*, *kaufen* and *weh tun*. The explanatory rule 1 is not clear, and rule 2 should be stated in reverse, since a following dative pronoun object does not make a transitive verb. The use of *helfen* with and without a reflexive pronoun could have inspired the author to different deductions regarding reflexive verbs. Not exactly clear is in §67, B the reason for the translation of the subordinating conjunctions, particularly since all of them are listed on the opposite page. §83 of Synopsis of Grammar lists only 20 conjunctions, while §67 of Word Order contains the 24 most common ones.

A real innovation in terminology seems to be in the declension of adjectives to judge from Table of Contents, p. vii, and §47. This *Review* has but two: the customary strong declension, §48, and two weak declensions, one preceded by *der*-words, §46, and another preceded by *ein*-words, §47. One can readily see the five cases and forms involved in both weak declensions. However, in §82, p. 143, Synopsis of Grammar, and in the Index under Adjectives and under Declensions the traditional "mixed" nomenclature is adhered to for the weak declension

preceded by *ein*-words, §47. The Synopsis of Grammar, §72, gives also a list of irregular weak verbs and in §83 the coordinating conjunctions, both of which find no particular treatment in the body of the book. One page containing a summary of personal, relative, indefinite relative, and indefinite pronouns slipped without a topical number into the body of the grammar facing section IV, Pronouns.

Only one typographical error was noted, §46, C, 5, skilful.

German in Review has its obvious advantages in the thorough and incisive treatment of each of 70 grammatical principles under separate chapter headings. This method surely will leave its influence on future writers of introductory language texts. The make-up of each chapter and the format of this text admirably serve the purpose for which this grammar was written. As a refresher text, a primer of most elementary principles of German grammar it is excellent. This *Review* is not intended for students who seek a wider range, greater detail, and a more intimate knowledge of the German language.

WILLIAM I. SCHREIBER

College of Wooster
Wooster, Ohio

• Books Received •

MISCELLANEOUS

Ross, Malcolm Mackenzie, *Milton's Royalism*, a Study of the Conflict of Symbol and Idea in the Poems. Volume 34 in Cornell Studies in English Cornell University Press, 1943. Price, \$2.50.

General Education Board, Founded by John D. Rockefeller in 1902. 49 W. 49th St., N. Y. C. Annual Report 1942.

Miller, Douglas, *Via Diplomatic Pouch* with a foreword by William L. Shirer. Didier Publishing Co., New York. Price \$3.00.

FRENCH

Aragon, Louis, *Le Crève-Coeur*. Pantheon Books, Inc., 1943. Price, Paper \$1.25; cloth \$2.00.

Caillet, Emile, *The Clue to Pascal*. The Westminster Press, 1943. Price \$2.00.

Dekobra, Maurice, *Lune de Miel à Shanghai*. Brentano's, 1943. Price \$1.75.

Maurois, André, *Seven Faces of Love*. Didier Publishing Co., New York. Price \$2.75.

Stern, Jacques, *The French Colonies—Past and Future*. Didier Publishing Co., New York. Price \$3.00.

Amner, F. Dewey, and Stanbach, Charles N., *Revista de America*. Ginn & Co., 1943. Price \$1.50.

Duskis, Reuben A., *Analogous Shorthand, Pitmanic-Spanish*. Published by the author. 284 Flatbush Ave., Brooklyn, N. Y. Price \$2.50 postpaid.

SPANISH

Amner, F. Dewey & Stanbach, Charles N., *Revisita de América*. Ginn & Co. 1943. Price \$1.50.

Duskis, Reuben A., *Analogous Shorthand, Pitmanic-Spanish*, Published by the author. 284 Flatbush Ave. Brooklyn, N. Y. Price \$2.50 Postpaid.

Mapes, Erwin K., and López-Morillas, Juan, *Y Va de Cuento*. Ginn & Company, 1943. Price \$1.20.

Rogers, Paul P., *Invitation to Spanish*. Stackpole Sons, 1943.

Annotated Bibliography of Modern Language Methodology—June, 1942—June, 1943

Compiled by

HELEN W. MACHAN

Kent State University, Kent, Ohio

THIS bibliography has been edited for several years by Dr. James B. Tharp of Ohio State University. Since he received his commission in the Army in October, he asked the present editor to take over the work which he had begun. The annotations have been prepared this year with the help of Dr. W. J. Burner, Kent State University (who briefed *Hispania*), and Miss Mary Louise Jackson of Ashtabula, Ohio (who briefed the *French Review*). All other items were briefed by this editor, who made no changes in the language of any abstract prepared by her collaborators.

Last year the bibliography appeared in the December issue, covering the school year from June, 1941 to June, 1942. It was hoped that this bibliography could be ready for the December issue (1943), but due to a number of delays, including the fact that the material had to be handled by someone less experienced than the previous editor, the publication had to be put off until the January issue.

The coverage is not complete since only the periodicals available at Kent State University and those which Dr. Tharp forwarded to the editor were examined. Of the 45 periodicals which yielded materials, 11 were professional foreign-language periodicals and 32 were educational; only 2 were of foreign origin. The list of books and pamphlets is probably not complete; corrections from readers will be appreciated.

The editor has continued to group the items according to the periodical under the twenty classifications provided last year in the topical index. Naturally there is overlapping of content and some items have been difficult to classify. A partial list of cross-references (by no means exhaustive) is provided by item numbers following each group heading. Within each category the periodicals follow the books and pamphlets in alphabetical order; the authors are alphabetized within periodicals. An author's index by item numbers is given at the end. The key to the abbreviations of periodical titles is given below; the numbers following each title represent the total number of items from that source. Occasional abbreviations used in the annotations are N.E.A.=National Education Association; O.E.=Office of Education; E.P.C.=Educational Policies Commission; A.A.T.S. (G., F.)=American Association of Teachers of Spanish (German, French).

List of Abbreviations

ASBJ	—American School Board Journal (1)	CO	—Classical Outlook (1)
BAAUP	—Bulletin of the American Association of University Professors (1)	Curr. J	—Curriculum Journal (1)
BBE	—Baltimore Bulletin of Education (1)	Ed. V	—Education for Victory (13)
BNEMLA	—Bulletin of the New England Modern Language Association (9)	EM	—Educational Method (1)
BUI	—Bulletin of the University of Illinois (1)	ESJ	—Elementary School Journal (1)
CG	—Common Ground (2)	FLN	—Foreign Language News (Crofts) (1)
CH	—Clearing House (1)	FR	—French Review (26)
CJ	—Classical Journal (3)	GQ	—German Quarterly (13)
CJSE	—California Journal of Secondary Education (2)	H	—Hispania (11)
		HP	—High Points (3)
		HSJ	—High School Journal (1)
		I	—Italica (1)
		JCJ	—Junior College Journal (1)
		JE	—Journal of Education (1)
		JEE	—Journal of Experimental Education (1)

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|-----|---|------|--|
| JEP | — <i>Journal of Educational Psychology</i> (1) | S | — <i>Schools (Elementary Education—Canada)</i> (1) |
| JHE | — <i>Journal of Higher Education</i> (2) | SA | — <i>School Activities</i> (2) |
| MLF | — <i>Modern Language Forum</i> (8) | SAQ | — <i>South Atlantic Quarterly</i> (1) |
| MLJ | — <i>Modern Language Journal</i> (80) | Sp. | — <i>Spectator</i> (2) |
| MS | — <i>Midland Schools</i> (1) | SPR | — <i>The School Press Review</i> (1) |
| NB | — <i>News Bulletin (Institute of International Education)</i> (1) | SS | — <i>School and Society</i> (14) |
| NS | — <i>The Nation's Schools</i> (1) | T | — <i>Times (Educational Supplement—London)</i> (1) |
| OS | — <i>Ohio Schools</i> (1) | TO | — <i>Texas Outlook</i> (5) |
| PDK | — <i>Phi Delta Kappan</i> (1) | VJE | — <i>Virginia Journal of Education</i> (1) |
| RER | — <i>Review of Educational Research</i> (4) | WCAD | — <i>What the Colleges Are Doing</i> (1) |

I. AIMS AND OBJECTIVES (See 67, 68, 101)

1. ASBJ—Croghan, Harold: "Shall Public Schools Go All Out For Spanish?" 105: 2: 28 (Aug. 1942). Registrants are flooding Spanish classes well beyond the boom of the 20's. Two fallacious beliefs must be countered: that Spanish is easy to learn; that it is urgently needed for cultural and commercial reasons. It is moving down to the elementary school; Puerto Rico has had an experience long but dubious, of the required language, English. We can teach the ability to read in high school; we may be threatened with circus motivation of hobby clubs. Books are too "informative;" we need imaginative exciting reading material. The author hopes for the best when the tide ebbs.
2. BBE—Blake, Frank R.: "The Uses of Foreign Language Study." xx: 2: 56-58 (Dec. 1942; Jan., Feb. 1943). From bare utilitarian skills to broad cultural knowledge education is for most of us somewhere in between. Knowledge of a foreign culture is too narrow an aim, for it can be had through the vernacular. In the language itself must be placed valid aims: international viewpoint, understanding of English, and mental training.
3. Cur. J—Kaulfers, Walter V.: "Cultural Unification as a Foreign Language Objective." xiii: 323-324 (Nov. 1942). The author discussed the reasons for the movement toward unification in basic fields in the schools. Can English and foreign languages contribute to the realization of the central societal objectives of modern education without loss to the special objectives—ability in language, etc.—for which pupils are enrolled in the field? If so, then the significance of the language arts as fields of culture in American education will be greatly increased. (See: "Foreign Languages and Cultures in American Education," edited by Kaulfers, Kefauver, Holland. New York: McGraw-Hill Book Co.)
4. FLN—Mones, Leon: "What Is Wrong With Language Teaching?" xviii: 1-2 (May 1943). The answer is "nothing, except that there is not enough of it." The author pleads that we be given students and time to teach them; that this is a time when language teaching can be redirected and re-emphasized in secondary schools; that we go about the job of teaching languages in a candid spirit of utilitarian instruction.
5. MLJ—De Gaetano, Armand L.: "Foreign Languages and Democracy." xxvii: 167-169 (March 1943). The author discusses the function of the teacher in society and the final goal toward which any teacher should strive. Teachers of foreign languages can do much to foster attitudes that will make for true democracy and engender love for our fellow beings. Foreign language teaching should not be neglected.
6. MLJ—Diez, Max: "Our Objectives and a Plan for Their Better Distribution." xxvii: 156-166 (March 1943). Language courses are trying to do too many things at once. It is imperative that we have a plan for our courses which will differentiate more sharply and distribute our aims. The author proposes (1) a speaking knowledge of the foreign language in the high school; (2) a reading knowledge in the first year's college work; and (3) a substantial course in literature in the second college year. To attain the cultural aim in college, the course should be made as rich and tasty as possible. This can be done by taking the most interesting period and studying it as thoroughly as the time allows. Often classics are read in too small doses which spoils their enjoyment; the greatest possible thoroughness must be the aim as well as a speed in reading which is not too slow to destroy the artistic effect. This presupposes a pretty good reading knowledge. This brings us to the second aim: the reading knowledge. The plan for the development of a reading knowledge is in the college because the high school student has not yet laid a broad enough foundation of general education to undertake it. Texts that are suitable for 18 year-olds should be carefully selected; we must avoid infantile material; we must give them abundant variety. By proper concentration on this one objective the job can

be done in a one-year college course, if the student has had some high school training. This high school training should be primarily a *speaking* knowledge; the pupils should have an active vocabulary of some five to ten thousand words and a mastery of about 100 sentence types. This is the logical time to accomplish this aim. Practical suggestions in carrying it out are given.

7. **MLJ**—Duckles, Myron E.: "The Modern Language Section." xxvi: 403-404 (October 1942). A plea that the language section of educational conferences treat some of the immediate problems confronting teachers in high schools, instead of devoting so much time to scholarly research papers. Speeches should be shorter, topics have more variety and be more pertinent to actual needs and practices.
8. **MLJ**—Justman, Joseph: "Social Competence and the Study of Foreign Languages." xxvii: 105-111 (Feb. 1943). Is the study of foreign languages consistent with the aim and ideal of social competence? The author points out that it is if the teachers accept as their aim the mastery of language as a tool of understanding and cease to regard the study as too difficult for all but the superior student. Today linguistic isolationism is even less tenable than political or economic isolationism, but to make a real contribution to social competence, such a study must result in a degree of mastery of the language. This has been and still is impossible with some students because (1) foreign language has traditionally emphasized the academic rather than the functional aspects of the language; (2) a foreign language is to the learner a second language—he has already formed certain speech habits; (3) the new language has to be learned in a relatively short space of time, the practice periods are short and the intervals between them relatively long. These facts are not, however, an insurmountable obstacle to the popularization of foreign language study. Foreign languages will have to be taught for use—for speaking (and aural comprehension), reading and writing. Individual differences must be considered more carefully. There is need for additional time for language study. The radio, records, films, newspapers and magazines should be utilized in language instruction.
9. **MLJ**—Lindgren, Henry C.: "The Extent and Range of Foreignisms in Journalistic English." xxvii: 240-242 (April 1943). "Objective D" in Coleman's report *The Teaching of Modern Foreign Languages in the United States* is concerned with "increased ability to pronounce and understand foreign words and phrases occurring in English." Support of such an aim would depend in part on the ratio and frequency of foreign terms occurring in English. The writer made a study of this problem from the standpoint of newspaper English. Tables show the number of foreign words per 10,000 running words: 1930 and 1940; and also percentage of foreignisms by language of origin. French is the most popular source but German importations are on the increase.
10. **SS**—Blumberg, Philip S.: "Professor Withers's 'Witnessing for Latin'—A Dissenting Opinion." lvi: 636-638 (Dec. 26, 1942). The author wishes to dissent from Professor Withers opinion that the study of Latin is an indispensable prerequisite for our high school boys and girls, if they hope to cope successfully with modern languages in their college work; and that their college English would be decidedly unsatisfactory too, without this training. Some of the greatest writers such as Lincoln, Mark Twain, Heywood Broun, Carl Sandburg, George Bernard Shaw had little or no training in Latin or other foreign languages. The author contends that an excellent reading program with a diminution in the teaching of all languages, algebra, geometry, and English grammar would give the pupils a taste and love for English.
11. **SS**—Bolton, Frederick, E.: "Wasteful Foreign-Language Requirements." lvi: 1-4 (July 4, 1942). The writer, professor of Education at the University of Washington, is convinced that wartime conditions call for more room for practical subjects in the curriculum. Such subjects as mathematics and foreign languages should be taught only to those few who have special language aptitudes. The average boy or girl, he says, does not acquire friendliness for the people whose language he studies in the year or two that he pursues it. Without a mastery of a language, it can serve no purpose. About 80 per cent of the pupils should be advised to spend their time on useful courses such as bookkeeping, insurance, mechanical drawing, etc. Mathematics and "archaic English" are considered in the same class, by the author, as foreign languages.
12. **SS**—Hume, Robert A.: "Shall We Be More Practical?" lvii: 4-10 (Jan. 2, 1934). The author, an English professor at Purdue University, is aroused by Professor F. E. Bolton's article "Wasteful Foreign Language Requirements." He feels that English teachers and foreign-language teachers should join forces in a warfare being carried on relentlessly by believers in "practical" education. Although English, mathematics, and foreign languages, among other liberal arts subjects, are considered practical by the Army, it is not on this ground that the author defends them. A curriculum practical for any decade may be impractical for the next. The attack of the practical educators is broader;

fundamentally it is against the human intellect. The author pleads for the cultural values, for it would seem that the tragedy of our German enemies is that they have dedicated their hands, hearts, and minds to "practical" ideals. Events of the world show that practical skills must be strongly guided toward cultured and civilized ends, or else the calamity will be renewed.

13. **SS**—Shaffer, Kenneth R.: "Foreign Language Requirements: A Reply." *LVI*: 216–218 (Sept. 12, 1942). A refutation of the arguments presented in Frederick E. Bolton's article, "Wasteful Foreign-Language Requirements," *School and Society*, July 4. The author points out among other things that the school problem is not to produce men and women with certain learned techniques and skills, but to produce those who know how to think and learn so that they are equipped to accommodate themselves to whatever vocational demands may be made of them. The educator must equip the masses for a changed world and this can only be done by an educational program with the freedom of the sciences, languages, and arts.
14. **TO**—McElhannon, J. C.: "Case for a Foreign Language." *xxvii*: 60 (March 1943). No base is laid for the study of a foreign language in our high schools if the pupil is expected to pursue the language no farther than two years. There could be only the slightest beginnings toward culture, scholarship, insight, and appreciation of the past and present of foreign people. The ideal should be mastery of the language with a six or eight year minimum program.

II. AURAL-ORAL TRAINING; PRONUNCIATION

(See VII, 6, 8, 66, 140, 159, 171, 173, 177, 184, 227)

15. **BNEMLA**—Neuse, Werner: "The Treatment of Phonetics in German Grammars." *v*: 37–41 (May 1943). Remarks on the result of a study of about a score of more or less recent publications in the German field. The phonetical introductions to beginners' books should not be tucked away in a corner and given little or no attention by their authors or readers. Many grammars do not attempt a phonetical approach by dividing the sounds into groups related to each other by their proximity in the use of certain speech organs, and there are few practical hints regarding the pronunciation of certain sounds which do not exist in English speech. Some statements are obviously wrong. Even in "basic" grammars their contents should be made to cover not only the essential German sounds but also speech melody and word and sentence stress. Teaching German sounds, sentence rhythm, word stress, and sentence stress must become a vital part of language teaching.
16. **FR**—Crooks, H. M., Delattre, P. C., Felt, W. N., Smith, M. E.: "Travaux d'étudiants au laboratoire de phonétique expérimentale de l'école française de Middlebury." *xvi*: 504–510 (May 1943). A summary of phonetic studies, the first deals with the initial *k* before *i*, and the intervocalic *k* between two *i*'s. The second studies anticipation in the nasalization before nasal consonants. The next treats the sounds *p*, *t*, *k* as pronounced by Americans and French. The fourth is on *l'n mouillé*.
17. **FR**—Goddard, Eunice R.: "On the Teaching of French Pronunciation to Beginners." *xvi*: 333–336 (Feb. 1943). In teaching French pronunciation there are four aspects to be considered, (1) the isolated sound, vowel, or consonant, (2) the syllable, (3) the stress group, and (4) the sentence. A definition of the French syllable is given and contrasted with the English. Nasal and oral vowels are discussed, and the question of the "e muet" in the single word. Drill words are given.
18. **FR**—Goddard, Eunice R.: "On the Teaching of French Pronunciation to Beginners." *xvi*: 419–422 (March 1943). A continuation of the previous article, this one deals particularly with stress groups which are subject to the same rules of stress and syllable division as a single word. The question of *liaison* and *enchaînement* is discussed. The number of stress groups in a sentence varies with rate of reading and interpretation. The problem of intonation and inflection are also treated.
19. **FR**—Varney, Jeanne: "Programme d'enseignement d'un cours de phonétique." *xvi*: 61–64 (Oct. 1942). A teaching plan is outlined for four weeks, covering the reading of verse plosives, and written review.
20. **FR**—Varney, Jeanne: "Programme d'enseignement d'un cours de phonétique." *xvi*: 149–152 (Dec. 1942). A continuation of the phonetics course, covering plosives, fricatives, nasals. Suggested readings are given.
21. **I**—Hocking, E.: "Pronunciation and Silent Reading." *xx*: 30–34 (Jan. 1943). Ability to speak a foreign language, instead of merely being able to read it, is becoming increasingly more important as the war continues, and will be so after the war. Moreover, it

has been proved that even in silent reading the effort of pronunciation goes on. The reader unconsciously and sub-vocally pronounces every word which he reads. Therefore work in pronunciation cannot be postponed as has sometimes been thought possible. The question is what kind of pronunciation does the pupil use while doing his silent reading and composition exercises? Pronunciation and hearing naturally come first in a beginners' class; then other skills, each reinforcing the other, instead of one being at the expense of another.

22. MLJ—Cooper, Virginia Dodd: "Undergraduate Research in French Phonetics." xxvi: 502-505 (Nov. 1942). A scholarly experiment in phonetics carried out by an undergraduate to determine whether English vowels are longer than their corresponding French equivalents. Conclusion was that the English vowel is longer "because of interior qualities and composition."
23. MLJ—Fay, Eliot G.: "The Language of Linguists." xxvi: 592-595 (December 1942). The dialect of an individual is conditioned not only by his geographical environment but also, and to a much greater extent, by his social environment and racial origin. In spite of beliefs to the contrary, there is such a thing as good English as opposed to bad English.
24. MLJ—Goedsche, C. R.: "An Open Letter to Foreign Language Teachers." xxvii: 281-282 (April 1943). A professor who was about to criticize one of his students on his seeming lack of ability to pronounce some typically German sounds suddenly is conscious of his imperfect pronunciation in English. He attempts to explain the problem in the form of an open letter written by an American student to a professor whose mother tongue is not English. Foreign-born language teachers should feel an obligation to pronounce correctly the sounds of the English language. They have the advantage of hearing English, so to speak, twenty-four hours a day.
25. MLJ—Miligan, E. E., and Bottke, K. G.: "Frequency of Error in American Students' Pronunciation of French." xxvii: 55-61 (Jan. 1943). The French Department of the University of Wisconsin gives a special test in pronunciation to all students of the first and second years. From the accumulation of several years' testing, a sampling was taken in order to determine the main errors made by American students; and incidentally it was interesting to ascertain (a) if girls made fewer errors than boys, (b) if there was real progress from 1st to 3rd semesters, (c) whether students with high grades in other phases of the work excelled in pronunciation, (d) the common minor errors, and (e) what common English speech habits carried over into French. Tables are given with sounds listed in order of the frequency with which they were mispronounced, with percentage of those who mispronounced them. Results seemed to show 10 per cent advantage in favor of the girls' pronunciation, apparent lack of progress from the first to third semester (possible reasons were advanced for this), and "star" students had an advantage of 12 per cent over lower students. Certain restrictions on the complete accuracy of results obtained were listed.
26. MLJ—Scanlon, Cora Carroll: "Castilian as a Norm." xxvii: 206-207 (March 1943). Since there is no universal accent south of the Rio Grande that can be called South American Spanish, it seems wise to retain Castilian as a norm of Spanish pronunciation in American schools.
27. MLJ—Shears, Lambert H.: "Modern Language Instruction and Music." xxvii: 243-246 (April 1943). Language instruction can learn from the music field to strive for a well balanced development of linguistic ability. We cannot afford to exclude ear drill and repetition of spoken material even in reading courses. Language teachers could profit from the procedure of the music teacher in the matter of drill with its technical treatment. The author calls attention to two projects which are fair equivalents of musical drill—both books adhere to the principle of theme and variations or the principle of interchangeable units. Training in music advances by gradual steps. In language exercises, the variations often overwhelm the student before he has grasped the theme. Repetition and practice have their proper place and can be reconciled with broad educational aims.
28. MLJ—Withers, A. M.: "Open Letter to a Professor of Speech." xxvii: 274-276 (April 1943). An appeal to all professors of Speech to unite with professors of English and of the foreign languages in establishing adequate grammar foundation and vocabulary width and depth. Well informed men, classicists, professors of modern languages and of English confirm the value of Latin study as the principal source of full and rounded English. It is time for teachers of Speech, English, Spanish, etc., to realize the need of promoting sound language study, involving the lifting of Latin to the place of honor, among formative factors.

III. BIBLIOGRAPHY; SURVEYS; STATISTICS

(See 50, 150, 182)

29. **CJSE**—Edwards, Hiram W.: "A Report on the Teaching of Foreign Language." xvii: 362-365 (Oct. 1942). This article outlines briefly the deliberations of the California Subcommittee on Foreign Language. Part of the report deals with the present status of foreign language teaching in California schools. The final part consists of recommendations made by the Subcommittee.
30. **Ed.V**—"Inter-American Educational Relations." 1: 22 (Oct. 15, 1942). Report on activities of the O.E. including list of published items, division created, exchange program, regular teaching positions, school service, demonstration centers, and exhibits.
31. **FR**—Gaudin, Albert: "Témoignages" (1939-1942) xvi: 226-233 (Jan. 1943). An annotated bibliography on *La France économique, l'état, la politique et les partis, souvenirs et essais, l'examen de conscience de la France, et quelques volumes des souvenirs de guerre*.
32. **FR**—Gaudin, Albert: "Témoignages." (1939-1942) xvi: 319-328 (Feb. 1943). A continuation of the annotated bibliography on *ouvrages publiés en Amérique, en français, ouvrages publiés en anglais, gouvernement, témoignages français traduits, souvenirs anglais et américains, témoignages de témoins de la catastrophe*.
33. **JEE**—Larsen, R. P., Wittenborn, J. R., and Giesecke, E. G.: "Factors Contributing to Achievement in the Study of First Semester College German." x: 4: 265-271 (June 1942). The Personnel Bureau of the University of Illinois studied the learning factors of 130 Freshmen after one semester of beginning German. The criterion of success was the total score on the *Cooperative German Test*. Twenty-seven pairings were made on the basis of the *Otis Quick-Scoring Mental Ability Test*. Memory, reasoning, attention, and perception were tested, but no relationship was found between the high and low achievement groups. (This does not deny the relationship, but in this study other factors may have destroyed the validity.) Each student was interviewed to learn his study habits and experience. The *English Training Test* had more predictive value than the *Foreign Language Aptitude Test*. The high achievement group reported more value from previous high school study of another language, more interest in German and in its mastery, better use of time and daily assignment completed, greater tendency to learn vocabulary in context. The number of cases is too small to give real significance to the results, but the plan and procedures of the study were carefully controlled and should be repeated until full validity is obtained.
34. **MLJ**—Moore, Anne Z.: "A Retrospective View of Foreign Language Study." xxvi: 530-532 (Nov. 1942). To determine the benefits derived from the study of a foreign language in high school, a questionnaire was sent to a random sampling of the community in which the high school is located. 410 replies were returned from the 700 questionnaires that were issued. The returns showed that foreign languages are often a useful tool in a profession or business and that language study promotes a more effective use of the English language. Only 36 per cent claimed any benefit from the culture material, and more needs to be done to promote a better understanding of foreign countries. Of the total number, 89 per cent would again elect a foreign language. A slightly larger number preferred greater emphasis on speaking and on understanding the language than on reading it.
35. **MLJ**—Pane, Remigio U.: "An Annotated Bibliography of Italian One-Act Plays Selected for Presentation by High School and College Students." xxvii: 124-132 (Feb. 1943). A detailed description of 72 Italian one-act plays, giving the number of characters, author, title, place and date of publication, time required for presentation, properties required, and location of accessible copies of each play.
36. **MLJ**—Reinsch, F. H.: "Foreign Languages in High School." xxvi: 485-495 (Nov. 1942). A joint committee appointed by the National Federation of Modern Language Teachers and the American Classical League conducted a symposium on "The Validity of Foreign Language Instruction in High School" at the foreign language meeting during the San Francisco session of the American Association of School Administrators. Conclusions reached by important members of the group were that foreign language teaching has become increasingly important as a vital phase of national defense and that language study continues to be worthwhile for its own sake and enjoyment. Various plans of collaboration with colleagues in other departments are discussed by foreign language teachers. Basic values of foreign languages in high school are summarized.
37. **MLJ**—Staubach, Charles N.: "The Increase in Spanish in Michigan." xxvii: 34-40 (Jan. 1943). The present interest in Spanish has brought problems to teachers and administrators both in high schools and colleges. In the spring of 1941 the Southern Michigan

Chapter of the A.A.T.S. undertook to send out a questionnaire survey of the larger high schools and the colleges in Michigan, with the hope of securing some data of value to those faced with these problems. The article reports the results of that survey and concludes with a statement of a few of the problems which are suggested. In 1941, high schools teaching Spanish in Michigan increased from 25 to 46, colleges from 16 to 20. High school enrollments from 3001 to 5026, or 67.4 per cent; college students from 3137 to 3788, or 20.8 per cent; total students of Spanish in Michigan from 6138 to 8814, or 44.4 per cent. A supply of competent teachers is one problem. The motivations behind the present boom presents the problem of maintaining the linguistic and cultural values of the subject; but to do so through materials which will appeal to pupil and popular interest. In an appendix to the article, the author says that in the fall of 1942 the writer could state, informally, that at least 5 more high schools had added Spanish, that enrollments had held their own in the main, except decreases due to general loss in college enrollments, that popular interest in Spanish is on the increase. He had no information which would indicate any great relief in the shortage of properly trained teachers.

38. **NB**—Brožek, Josef: "Russian Studies in American Universities." XVIII: 7: 7-9 (April 1943). Russian leads in Slavic courses—history, language and general culture. Data for 1940-42 show 56 language courses, 18 Polish, 15 Czech, 13 others, 7 general survey; 22 courses offer survey of Russian literature. A table lists the offerings at 21 institutions, but many more have started since 1942.
39. **RER**—Bond, Otto F. and others: "Teaching the Romance Languages: French, Spanish, Italian." XIII: Ch. VIII, 142-161 (April 1943). This chapter is a useful review of the field of romance language methodology under the headings: enrollments and trends; place in the curriculum; aims and values; methods and practices; course of study; grammar; reading; vocabulary; phonetics; general language; language aids; evaluation and achievement; teacher training, certification, and placement; bibliographies. Numbers after the names mentioned refer to the bibliography appended to the chapter.
40. **RER**—Gamer, Helena M.: "German Language Teaching." XIII: Ch. VII, 135-141 (April 1943). This chapter is a useful review of the field of German methodology under the headings: general; book and reports; current suggestions and recommendations; the war and German teaching; vocabulary; reading; grammar; composition; aural and oral work; recordings; cultural material; tests. Numbers after the names mentioned refer to the bibliography appended to the chapter.
41. **RER**—Tharp, James B.: "Foreign Language Instruction: General Review." XIII: Ch. V, 115-126 (April 1940). This chapter constitutes an important overview of the foreign language field (for the three years ending Sept. 1942) and a general introduction to the three chapters which follow. The review and brief comments are made under thirteen categories: bibliographies; foreign language curriculum; general education, the war, and the curriculum; teacher education and certification; enrollments in foreign languages; values of foreign language study; teaching foreign civilization and culture; English as a foreign language; awakening interest in Portuguese; radio, records, and motion pictures; tests for foreign language instruction; vocabulary; frequency counts and word lists; textbooks: analysis and selection. Numbers after the names mentioned refer to the bibliography appended to the chapter.
42. **RER**—Ullman, B. L.: "The Teaching of Latin." XII: Ch. VI, 127-134 (April 1943). This chapter is a useful review of the field of Latin methodology under the headings: enrollment; objectives; integration; English vocabulary and its attainment; other ultimate objectives; changes in content and method; vocabulary; form and syntax; tests; miscellaneous; college Latin. Numbers after the names mentioned refer to the bibliography appended to the chapter.
43. **SS**—Henderson, Harold G.: "The Shortage of Instructors in Japanese and Chinese Languages." LVII: 125 (Jan. 30, 1943). Only eight university professors taught Japanese a year ago, and these have been transferred to "special government work." Schools, and also the Army and Navy, are now giving teacher training to inexperienced persons who have a knowledge of the language. The demand far exceeds the supply. Although the shortage in teachers of Chinese is not so acute, the lack is nevertheless serious. Columbia University has a department of Chinese and Japanese and is offering more courses to meet present needs.
44. **SS**—"Increased Emphasis on Foreign Languages in the Colleges and Universities." LVI: 263 (Sept. 26, 1942). Mention of some places where unusual foreign languages or specialized classes in technical aspects of the language are being taught. For example, the Polytechnic Institute of Brooklyn, N. Y., is offering a course in the reading of chemical Russian; instruction in Albanian has been added to the curriculum of Columbia University. Also some 47 colleges and universities in the U. S. were offering at least elementary instruction in Portuguese during the past year.

45. SS—Philipp, Walter T.: "Do Students Want to Study Foreign Languages?" LVI: 334-335 (Oct. 10, 1942). Opposition to foreign language study has largely come from public school administrators. A legitimate question is, whose interests are the opponents serving? The attitude of the general public is certainly favorable. In June, 1942, the foreign-language department of San Diego State College administered a questionnaire to all lower-division foreign-language students in the college. The results proved clearly that the students had enjoyed their study, that they considered the time well spent, and that if they had it to do over again and there were no foreign-language requirement, they would take a foreign language. It remains for the opponents of foreign-language instruction to explain their attitude in the face of available evidence.
46. VJE—Smith, E. Marion: "Notes on the Study of Foreign Languages in Virginia High Schools." xxxvi: 3: 106-7 (Nov. 1942). Of 111 questionnaires 89 schools reported enrollments for 1941-42. Of 39,512 total enrollments there are: 5,115 Latin in 85 schools, 614 beyond first two years; 2,581 French in 60 schools, 353 beyond first two years; 2,661 Spanish in 25 schools. Only 2 schools have German—30 pupils. The rush to Spanish is heavy at the expense of French. (Table of first-year classes in 7 largest high schools—Spanish $2\frac{1}{2}$ times the French enrollment.)

IV. CORRELATION AND INTEGRATION

(See 61, 100, 111, 149, 158, 176)

47. FR—Simpson, Lurline V.: "French vs. Ersat z." xvi: 223-225 (Jan. 1943). Students enrolled in French class want to learn French. Let history, sociology, art, etc., be taught by their own specialists. "Anecdotes and references to cultural contributions are legitimate by-products to illustrate . . . and alleviate the exacting nature of the subject." But they should not become the French course.
48. MLF—Merigold, Dorothy C.: "A Secondary School Program in Foreign Languages." xxvii: 43-45 (March, June, 1942). Discussion of a plan in Los Angeles whereby pupils may begin foreign languages in the Junior High School in the second half of the eighth grade and continue it in the Senior High School through four years. Students are also given an opportunity to begin a language in Senior High School. Occasionally double period classes of language combined with English, History, or Social Living to demonstrate the possibilities of a workable correlation of foreign languages with other school subjects. Emerson Junior High School and University High School offer a teaching experience broad enough for all situations.
49. WCAD—Johnson, F. W.: "War and Navy Chiefs Endorse College Work." No. 64: 1 (Fall 1942). This article which is quoted from *The Colby Alumnus* points out the thrilling challenge to those of us who are connected with liberal arts colleges. Now in war times, we have been taken at our word and told to go ahead and turn out men with the capacity for "sound, incisive and well-ordered thought." Both Army and Navy emphasize the desirability of courses in such subjects as history, English and the languages, as well as mathematics, physics, and physical training.

V. CURRICULUM PLANNING (See 1, 29, 71, 80, 100, 111, 146)

50. Callahan, John: *Language Teaching in Wisconsin Public High Schools. 1941-1942*, 1942, 77 p. Issued by John Callahan, State Superintendent, this pamphlet is the result of a comprehensive questionnaire sent to all teachers of foreign languages in the public high schools of Wisconsin at the beginning of the second semester, 1941-42. It covers such topics as method; enrollment in languages, the attitudes of community, parents, and pupils toward high school language programs; teacher judgment of the trends; the preparation of language teachers; the teaching load, tenure, and salaries; the "typical" language teacher in a Wisconsin public high school; an analysis of teacher objectives in language study; aids and methods in language teaching, the importance of languages in war and peace. A questionnaire used for this survey and a partial list of references are included. Tables show enrollment and percentages in Latin, German, Spanish, French, Polish, and German; and annual enrollments in languages since 1918-19.
51. ESJ—Henry, Nelson B.: "Here and There Among the Schools." xliii: 322-323 (Feb. 1943). A review of the article in the December, 1942, number of *Hispania* by Professor William C. Zellars, of Louisiana College, on "The Teaching of Spanish in Elementary Schools," which describes the introduction of Spanish instruction for elementary-grade pupils into several schools in Florida. Dr. Zellars organized classes for the study of Spanish in elementary grades when he was teacher of Spanish in Southern College at Lakeland, Florida. His pamphlet, *Spanish for Florida Elementary Schools: Teachers' Guide*, is available through the office of Mr. Colin English, state superintendent of public instruction, at Tallahassee, Florida.

52. **EM**—LaBrant, Lou: "Our Changing Program in Language." **xxi**: 268-272 (March 1943). The author discusses six major characteristics of the language program in our coming educational program: (1) Recognition and acceptance of changes in the language itself; (2) Development of respect for and desire to understand other languages; (3) Use of a combination of written or printed materials and pictures, radio, and recordings as classroom devices; (4) Critical study of language; (5) Use of world literature in our reading programs; (6) Encouragement of free writing, discussion, and reporting.
53. **A** *Report on the Program of Teaching English as a Second Language at the University of Texas, Austin, Texas, from July 5 to August 28, 1943*. The 15 mimeographed pages give a detailed outline of the objectives, the staff, students, schedule, tests, etc.
54. **FR**—Hendricks, Helen: "I Teach French in Alaska." **xvi**: 144-148 (Dec. 1942). The author gives a brief description of living and teaching in Juneau, Alaska. A very brief outline of the language curriculum is also contained.
55. **FR**—Himes, Estelle Jones, Tharp, James B.: "The Vocabulary Difficulty of Beginning Textbooks in French." **xvi**: 373-381 (March 1943). The initial lessons of five beginners' French textbooks, Eddy, *Beginning French*, Dondo, *Modern French Course*, Smith, Roberts, *French Book One*, Bovée, Lindquist, *Une Aventure en Français*, and Tharp, *Nous Autres Américains* are analyzed as to density, frequency, and index of difficulty of the vocabularies. The books are analyzed in relation to standardized tests. The authors conclude that any one of the five books prepares the pupil satisfactorily, when the size of the book's vocabulary, its nature and purpose are considered.
56. **FR**—Kandel, I. L.: "Language and Human Values." **xvi**: 472-481 (May 1943). The major issue today is not whether foreign languages should be kept alive, but what kind of an education should be provided for youth today. Educational values have become confused and curricula expanded until all semblance of order has disappeared. The common task of all teachers is to "secure the dissemination and acceptance of human values." Beyond this the teacher must develop the specific values of his subject. Vocational preparation cannot be ignored but must not replace general education. Language teacher must join with other groups of specialists which have similar interests in the preservation of a tradition of liberal education or the cause for which they stand will be lost.
57. **H**—Mays, Ruth: "The Teaching of Spanish in the Grades." **xxvi**: 46 (May 1943). If Spanish is to be made "a second language" in the United States it must be taught in the grades. Trained teachers are lacking. The teacher should have studied Spanish for five years, and should have taken courses in teaching foreign languages. Children learn a foreign language more easily than an adult. They far excel college students in correct oral use of the language. They are intensely interested in learning the language, have infinite delight in their oral accomplishments, and talk Spanish everywhere.
58. **H**—Unguá, Enrique: "Some Ideas on the Teaching of Commercial Spanish." **xxvi**: 51 (Feb. 1943). A complete course in Business Spanish should include a study of the following: (1) grammar review; (2) business vocabulary; (3) technical vocabulary; (4) commercial, consular and shipping documents; (5) the geography of South America; and (6) commercial correspondence. The last is particularly important. The author outlines an elementary and an advanced course which deal especially with commercial correspondence as the ultimate objective of the other subjects treated. He gives a bibliography.
59. **HP**—Amdur, Irving: "Foreign Languages in Junior High School." **xxv**: 38-46 (Feb. 1943). A report of a committee of teachers appointed to recommend changes in the junior high school foreign language course in keeping with the elimination of foreign language study from grade 8A in New York City. The committee set itself the problem of building a new course of study with convincing intrinsic values. Recommendations are given in reading, idioms, vocabulary, grammar, conversation, cultural studies. The final section of the report is devoted to anticipating and answering objections and expressions of doubt from many quarters.
60. **MLJ**—Berrien, William: "Indictment or Challenge to Constructive Advance?" (Remarks Suggested by Major Rogers' Paper) **xxvii**: 310-322 (May 1943). There exist among language teachers individuals to whom Major Rogers' article presents a challenge. Major Rogers implies that training in languages now offered in our schools does not even provide an adequate starting point for the acquisition of specialized skills. There has been a need for some time for specialists other than those in the field of languages who possess a good working knowledge of a foreign language. Most of these men and women have had at least two years' college training but the majority never acquired a working knowledge of the language. There has been widespread dissatisfaction with the results obtained in language courses and the need is urgent for a system of foreign

language instruction which works in the present crisis. Language teachers need to critically examine their work toward a reorientation of the language courses. Since the majority of students terminate their language study at the end of a two-year period, and since 90 per cent do not plan fields of concentration in the literature of a country, why not decrease the amount of fiction and select readings in non-fiction prose which present the characteristic aspects of a foreign civilization? Non-fiction prose which is not highly technical is no more difficult than fiction for the elementary or intermediate student. The student should learn to use a dictionary and have experience in studying texts other than edited and annotated ones. His attention should be called to the wealth of materials available in foreign languages on his and related fields. Major Rogers will be pleasantly surprised, on his return, to learn of recent advances in the vitalization of language teaching in many centers as illustrated by the report of the first year's operation of the Intensive Language Program of the American Council of Learned Societies. Government interest has also made possible the development of programs in overseas administration which stress the study of modern foreign languages. A reorganization of introductory language courses would, in all probability succeed in interesting more students to continue and likewise provide those who end their study at the end of two years with ability for independent use of the language. (The Managing Editor adds a footnote to these two articles in which he suggests that much of the blame rests not with the teachers but with our educationists and our government.)

61. **MLJ**—Guaradze, Heinz: "The Integration of Foreign Languages, Particularly German, in the College Curriculum." xxvi: 522-529 (Nov. 1942). The author points out how well equipped the teacher of foreign languages is to show the history of mankind and the development of civilization. This can be done in the individual classroom and with the cooperation of our colleagues. Possibilities of integration of German and French are discussed in detail under such headings as grammar and idioms; geography, sociology, psychology, history, religion, philosophy, science, fine arts, music, etc.
62. **MLJ**—Kaulfers, Walter V. and Lembi, Dante P.: "The Cultural Approach to Italian." xxvi: 442-451 (Oct. 1942). A sample unit for the first semester of Italian or general language. The unit which is given in detail is based on the geography of Italy and can be used after the first five or six weeks of beginning Italian in junior or senior high schools. Part I consists of exercises on the interesting cities of Italy, principal ports, lakes and rivers; Part II on the boundaries of Italy and on the islands and volcanoes; Part III contains completion exercises on the cities; Part IV has matching exercises on the ports, cities, islands, etc.; Part V has questions about the geography of Italy; Part VI has a short passage to be translated from English into Italian. A short bibliography of books containing useful material in Italian about Italy is given.
63. **MLJ**—Pleasants, Richard R.: "A Common Denominator for the Study of Languages." xxvi: 483-484 (Nov. 1942). To increase a foreign language transfer value to English during the first two years a "common denominator" for its study should be stressed; such as, basic grammar rules, parts of speech and their uses, study of sounds, abilities of reading and writing—all of which have a close correlation in every language.
64. **MLJ**—Tharp, James B.: "The Place of Foreign Language Study in the Post-War Reconstruction of Education." xxvii: 323-332 (May 1943). Pre-war experiments in curriculum reform in secondary schools have failed to meet the needs of American youth. The first comprehensive investigation was the Eight-Year Study initiated by the Progressive Education Association and helped by the General Education Board. Some thirty schools agreed to experiment with curricular programs, some colleges agreed to cooperate. There has been wide-spread activity in curricular revision in the past decade. Results of various investigations have not given an entirely satisfactory picture of secondary schools and of colleges. Schools and colleges have been very slow in improving programs to meet present needs. Foreign language study was first "cast in the academic pattern of orderly factual knowledge as an instrumental value for future life that transferred into character traits." Too many modern language classrooms carry on this tradition today. Crowded schedules have caused the course length to drop to two years. War has brought greater schedule pressure. Where does language study come in? The outbreak of the war brought demand for trained linguists. What languages shall be taught? At what age? Such questions arise. Schools will vary in their ability to solve these and like problems. It is possible that languages can be taught in a shorter length of time because of war need. Materials will have to be adapted to the present need of making it a living force. There will be less teaching of French and Spanish and less German after the war, but it will be done more effectively and continued longer.
65. **S**—Tanser, H. A.: "French in the Public School." xxx: 844-845 (June 1942). Dr. Tanser, Superintendent of Schools of Chatham, Ontario, presents reasons for beginning French

in the elementary schools. This language is especially useful to a citizen of Canada where both English and French are recognized as official languages. The City of Chatham, Ontario, introduced the teaching of French from Grade V on. The pupils in general seem to enjoy the lessons and parents are well pleased at the progress their children are making.

66. **SS**—Morris, Jarvis S.: "Re-thinking Spanish Teaching." *LVI*: 210-212 (Sept. 12, 1942). Arguments are presented for teaching Spanish (1) in the grades, (2) with Latin American teachers, (3) with the objective to make it a *spoken language* so that our youth may have real understanding with our Latin neighbors. All factors being equal, the Latin American who knows English would be a better teacher of Spanish than a North American who had mastered Spanish in schools in the U. S. There is one immediate reservoir for good Spanish teachers in this country, largely over-looked to date—namely, Puerto Rico. For over forty years that country has been making a serious effort to become bilingual.
67. **TO**—Creasey, Mrs. Frank D.: "Teaching Spanish in the Elementary Grades." *xxvii*: 36 (Feb. 1943). Two general values found in elementary Spanish are: friendliness for Spanish-speaking neighbors and foundation for later formal training in the use of Spanish. Spanish should begin when the child shows that he reads English readily. Methods should vary for the sake of helping the learning process. Oral language should be stressed. Methods should include memory work, dramatization, games and songs, dictation (for older children), oral and written tests.
68. **TO**—Ward, Janie: "Spanish in the Elementary Grades of Victoria." *xxvii*: 50 (Feb. 1943). The necessity for the knowledge of Spanish is obvious. The children of Victoria, Texas, are learning to speak Spanish through the study of it in the grades. The primary object is to teach the children how to speak Spanish. This is accomplished through such means as drill on words in very simple sentences, skits and dialogues in class, plays in assembly, Spanish songs, etc. A number of general rules were used as a guide in formulating the curriculum.

VI. EUROPEAN RELATIONS; THE WAR (See 64, 101, 102, 106, 107, 112, 114, 119)

69. **BNEMLA**—Freeman, Stephen A.: "Looking Forward, Together." *v*: 11-16 (Nov. 1942). The future will be brighter for us modern language teachers. Some of the reasons presented are: the spirit of isolationism is broken; the war, the international bulletins, the radio and other means of worldwide intercommunication have made this country language-conscious; the governmental and military authorities now recognize the value of languages; the downward curve of modern language enrollments is gradually being checked; all cultural subjects are tending to stick together and make common cause. It must be borne in mind that all modern language instruction is bound together by ties of mutual dependence and ideals. We must stick together. We must prepare our pupils to do their share in helping to win the war, and we must also prepare them for their role in peacetime. The only important barriers now left between peoples are language and ideas. Upon us rests much of the responsibility for world understanding.
70. **BNEMLA**—Pei, Mario A.: "Our Job!" (From the *New York Times*) *v*: 30 (Nov. 1942). Foreign-language teachers in the New York City high schools and colleges have been advised to take up the study of non-linguistic subjects—physics, chemistry, mathematics, shop work—with a view to having to teach these instead of languages. Yet American troops in Britain are being taught French, German, and Italian. Here is a contradiction of a linguistic-military policy. Current events illustrate the need for language training of a practical nature for boys nearing the 18-year lower draft limit. Will the boys in France or French Africa be in more need of a smattering of French or a smattering of shop work?
71. **BNEMLA**—Richardson, Henry B.: "Intensive Practical Courses in Language." *v*: 17-18 (Nov. 1942). Successful methods have been developed for intensive courses in languages to meet the war needs. Reasons why we are not applying these methods to the languages more usually studied are discussed. We can, however, try to determine what can be derived from new methods for the improvement of language teaching in general. Two pamphlets are recommended. Leonard Bloomfield: *Outline Guide for the Practical Study of Foreign Languages*; Bernard Bloch and George L. Trager: *Outline of Linguistic Analysis*.
72. **BNEMLA**—Wambaugh, Sarah: "The Tongues of Men and Angels." *v*: 27-29 (Nov. 1942). The Babel of tongues was not among the chief causes of the failure of the League of Nations. One of them was the policy of neutrality pursued by the U. S. from 1920. Geneva

did show that international understanding is greatly advanced by a knowledge of the language as also of the thought of other countries. This was a stimulating proof of the greatly increased need of the study of foreign languages in the world today. For America that need will be even greater tomorrow. In the new Parliament of Men and in the global community the humble and the great must have a familiarity with the chief languages of the civilized world and whatever others they can manage. The teachers of the tongues of men must be the agents of the Angels "who are employed by God in ordering the affairs of mankind."

73. **Ed.V**—"Foreign Languages Help Armed Forces." 1: 1' (Feb. 15, 1943). Edward Murrow, CBC commentator in England recently reported the frantic search among American troops for men who could speak French. Modern language skill has become very important. The Army has been forced to give "quickie" instruction to thousands of soldiers. Foreign language teachers will be interested in the practical phonetic method which the Army has adopted. Excellent phonograph records and information manuals are distributed in the Army's Services of Supply. The Army is unable to lend or give recordings to anyone outside the Army.
74. **Ed.V**—"Opportunities for Summer Language Study." 1: 13 (June 15, 1942). List of courses in a summer program for the intensive study of unusual languages.
75. **Ed.V**—Schevill, R., Fife, R. H., Havens, R. D.: "Statement from Modern Language Association of America." 1: 30 (April 15, 1943). The officers of the Modern Language Association gladly accede to the request of the O. E. to make a statement on the importance of language study in the present wartime situation. An excellent article stating clearly language objectives and the vital need for language study now and after the war.
76. **GQ**—Scherer, George A. C.: "Wartime German." xvi: 59-63 (March 1943). Arguments for the emphasis on scientific, military, and conversational German. German has not suffered this time as much as French in war time, probably because of the "winning streak of a nation which speaks German." With every major defeat sustained by the German army, the German language will tend to become less popular. Therefore, it would be best to concentrate on utilitarian courses for the student-soldier. In these courses differences between German and Anglo-Saxon mentality must be classified whenever possible.
77. **GQ**—"The Study of German in This War and After." xv: 179-182 (Nov. 1942). Reprint of a leaflet prepared by the Metropolitan Chapter of the A.A.T.G. Seven reasons for studying German are set forth for the benefit of high school and college students, administrators, grade advisors, high school and college teachers. Some opinions by such sources as the American Council on Education, New York Times, Thomas Mann and Walter Damrosch are included.
78. **GQ**—Timpson, G. F.: "German Study in England." xv: 183-184 (Nov. 1942). This article is reprinted from a report by the author in the *Christian Science Monitor*, February 24, 1942. The British Universities have shown remarkable zeal in their determination to maintain the Germans' true culture. In spite of decreased enrollment in student enrollment at the universities, keen interest has continued in German studies. Excellent German and French texts are now being prepared in England to compensate for the loss of sources in France and Germany.
79. **H**—Pei, Mario, A.: "The Function of Languages in Global War." xxvi: 194 (May 1943). Almost every dispatch from our battle fronts informs us that a knowledge of languages is of significance to the men who are doing the fighting. In many incidents the man who can talk French, Italian, German, Japanese or Arabic is invaluable. Many times the knowledge or lack of knowledge of some foreign language spells the difference between success or failure, life or death. As to the post-war world, the role of languages will be even more important.
80. **HP**—Newmark, Maxim: "A Project in 'Commando' German." xxv: 55-56 (Feb. 1943). A way to make foreign language teaching more meaningful in high school during this "global" war—with the aid of the German Military Dictionary. For example, it is possible to anticipate typical wartime situations and develop sentence series in the classroom. Pupils may be asked to bring in a series of questions or statements in English covering a number of situations listed in the article. They may be used in various ways. Suggested German vocabularies and phrases are appended to the article. (The German Military Dictionary may be secured by applying to the Superintendent of Documents, Government Printing Office, Washington, D. C.)
81. **HP**—Sheerin, William V., Lederer, Charles M., and Lewin, Nathan E.: "Implementing a French 'War List'." xxv: 61-65 (March 1943). French is proving of genuine value to the boys in the armed forces. (See the article by Dr. Mario A. Pei: "French as a War Language"—*French Review*, October 1942.) This article shows what is being done at

Boys High School in New York City to meet the needs of the soldiers of tomorrow. A committee prepared some material more or less of the standard dictation type based on the neatly compartmented 200-word list that Mr. Louis Golomb of Fort Hamilton High School presented as part of his excellent "*'Free French' Syllabus*" in *High Points* of October, 1942. Examples of dictation passages under the headings: aviation, military classifications, the fleet, France invaded, geographic terms.

82. **SS**—Stubing, C. H.: "Foreign Languages for Americans in a Changing World." *LVI*: 272-274 (Sept. 26, 1942). Since Pearl Harbor there has been a rush to teach "unusual" as well as the "usual" languages. Amazing progress is reported but there is an inescapable pathos in this belated industriousness. The Japanese and Germans have long been studying other languages. Our traditional monolingual isolation has been detrimental to our war effort. The whole question of language study in our schools should be critically re-examined. Language teachers could do a much better job if instruction were begun in the elementary schools. For those people who do not have access to the classroom, the radio could be a source of language learning, and a new world would be opened up.
83. **MLJ**—Atkinson, Carroll: "Japanese Invited Americans to Study Their Language Years Before the War." *xxvii*: 358-359 (May 1943). Some twelve years ago an American-born Japanese suggested in the *American Educator* that American universities might well provide courses in the Japanese language for American-born Japanese as well as for those Americans who might see in Japan future commercial and cultural opportunities. If we had followed this suggestion, it would have proved very helpful to us in our war with Japan. There is a fertile field in Oriental language instruction in post-war schools.
84. **MLJ**—Bishop, Ruth E.: "Government Uses of Foreign Languages." *xxvii*: 333-338 (May 1943). In peacetime the objectives of the language teacher are relatively simple; namely, teaching the students to speak, read, and write the language. In wartime the teacher and the student are both concerned with how the course will fit the student to participate in the war effort. In this connection there are a number of questions to which the teacher must know the answers. The author attempts to answer such questions as: what kind of academic background offers the best job opportunities? In the Government service what kind of work is assigned to persons trained in foreign languages? Where are the positions? What do these jobs pay? How should a person trained in one or more foreign languages go about getting a position in the Government service? How does the U. S. Civil Service Commission go about recruiting persons for a given kind of position? How often are examinations announced? All persons with foreign language training should file formal applications with the Commission at once.
85. **MLJ**—Cross, Ephraim: "Language in the War." *xxvii*: 277-280 (April 1943). The force exerted by a free people is not the only implement that will help win this war. Language is a powerful weapon. Speech has mysterious powers over us. We must fight an anti-fascist war with the science and art of language. The linguist must know the enemy's language; to know it is to know the enemy and to meet him on terms more favorable to ourselves. On the other hand, we must also understand each other. At the end of the war the U. S. will probably be the world's leading military, economic and educational power. In order to promote the progressive march of civilization, it will need citizens who can speak of liberty, justice, fraternity in the chief languages of Europe, Asia, Africa, and America.
86. **MLJ**—Huebener, Theodore: "Foreign Languages and Aviation." *xxvii*: 271-273 (April 1943). It is strange that no mention is made of the place of foreign languages in aviation at a time when aviation courses have been introduced in many schools throughout the country. This situation is true in spite of the fact that a committee of language teachers made a translation of hundreds of German articles on the subject of aviation and the curriculum for the Aviation Education Research Project. The researchers were very much impressed with the way in which the subject of aviation in connection with schools has been treated in Germany since 1934. That country considers a knowledge of languages of prime importance. The author gives some of the main ideas of an article by Friedrich Kohler entitled, "Die neueren Sprachen im Dienste deutscher Luftgeltung" (The Modern Languages in the Service of German Air Efficiency) from "Luftfahrt und Schule" of November 1938.
87. **MLJ**—Kroff, Alexander Yale: "Education for the Peace Through the Foreign Languages." *xxvii*: 236-239 (April 1943). The vocational and practical importance of languages in the present emergency is obvious. The Army, the Navy and the Air Force are requiring a knowledge of Spanish. West Point requires German; French is still required at Annapolis. The Civil Service, the Army and Navy Intelligence, the F.B.I. all urgently need

well-trained men with linguistic background. Spanish is important for Pan-American military and economic cooperation. We need men who have a knowledge of less widely known languages. All this is well known. Foreign Language studies have, however, a purpose and meaning far more lasting than an immediate, practical consideration. They have permanent values which are little understood and appreciated. Objectives and techniques have undergone vast changes in the past 15 years. International tolerance and understanding, a capacity to evaluate sympathetically what is different from ourselves are essential for our role in a new postwar interdependent world. This does not imply blindness to the faults of other peoples. A clear understanding of foreign culture is not attained automatically but by consistent effort on the part of the teacher. It is only through the medium of language (not history or English or social studies) that the learner can identify himself emotionally with the foreign people.

88. **MLJ**—Pruter, Hugo R.: "A Language Versus the Axis." xxvii: 140-141 (Feb. 1942). The future fate of Esperanto, a 55 year old international language, will be decided permanently. Joseph Stalin favors it, Hitler bitterly opposes its use because the use of an international tongue is democratic. Esperanto has been suppressed in all the nations under Nazi control. (Americans show little interest in any language but English.) The movies have given an idea to Americans of what it sounds like. It has helped the business man in his international trade relations. The language is used for the international correspondence of hundreds of firms; there are over 90 publications in it; over ten million can speak it. Its future is uncertain, but an international language may gain in popularity after the war.
89. **MLJ**—Rogers, Major Francis Millet, U.S.M.C.R.: "Languages and the War Effort. A Challenge to the Teachers of Modern Foreign Languages." xxvii: 299-309 (May 1943). The major uses of foreign languages in our war effort are: (1) the use made by an intelligence officer, (2) the use made by an interpreter and translator when he interrogates prisoners and translates captured documents, (3) the use made by secret agents. Semi-military uses include propaganda broadcasting and news broadcasts. An intelligence officer who must learn complete details of the enemy's army, navy and air forces, etc., must really *know* the language he is employing. Dictionaries are generally useless. Table I shows the equivalent names of army units of the U. S., Great Britain, Germany, Italy, France, Spain, Portugal and Brazil. It demonstrates how easily linguistic errors can mislead intelligence officers. Table II also compiled from experience furnishes the ranks in the Army, Navy and Air Force in the above countries and is equally valuable for reference. In regard to the interrogation of prisoners of war, a threefold background is necessary: a thorough military or naval background and complete familiarity with the local situation; knowledge of the technique of interrogation of prisoners and obtaining confessions; ability to speak the prisoner's language. Usually an intelligence officer must depend on an interpreter who must be an expert. The author speaks of his difficulty in finding such a person and the necessity of choosing educated foreign refugees, immigrants or children of immigrants because Americans did not have the required training in languages. This state of affairs is serious. Secret agents either speak the language perfectly or they get shot. Foreign language teaching has *not* produced individuals who have the language qualifications for these jobs. The author in conclusion urges that speaking and reading should be taught without bothering with writing. Fluency in speaking should be the goal. Select books with modern vocabularies. Modern plays and those of other *genres* are good. Foreign languages must be taught realistically for the war effort.
90. **MLJ**—Treby, Edward J.: "Federation and the Language Problem in Europe." xxvii: 247-250 (April 1943). The idea of Federation is not new—existing federations such as the U. S. of America, Canada, South Africa, Switzerland and the U.S.S.R. point the way. A Federal System in Europe presents many problems foremost among which is that of languages. It is by no means unsoluble. The Soviet Union with its hundred different languages and dialects has established political unity, with the Russian language as a sort of Esperanto throughout the country. In Europe, English, German, and French are spoken by more than 200 million people, out of a total population of about 300 to 350 million people. The official adoption of these languages would be more practical than the adoption of a purely artificial language like Esperanto. To solve the language problem would be to overcome one of the biggest obstacles to federation in Europe.
91. **OS**—Tharp, James B.: "Foreign Language Study in Ohio High Schools." xxi: 212-213, 235 (May 1943). Since Pearl Harbor we have been living in a new era of time. In the early days we taught foreign languages for a number of rather pleasant reasons: "show-off" reasons, "transfer" reasons, and "social" reasons. These remain as valid as ever

for that part of life that goes on undisturbed by present conditions. But we must also know how best to do our utmost to help end the war quickly. Foreign language study must be fitted into this concept also. The war effort needs trained linguists. We must train better those who have a good start and supply with new students. Foreign language skill is like music, another skill that takes a long time to reach the artist stage. (See author's article: "Time Allotment in Foreign Language Study." *MLJ*, May 1941.) An appreciation stage may be reached in a "general language" or "foreign cultures" course. Some schools can offer two or more years in a foreign language or offer several. It is unlikely Chinese, Russian, or even Portuguese will soon enter the high schools, but German, French, and Spanish are needed. More Spanish should be offered, but not at the expense of German and French, nor with unskilled teachers.

92. **Sp.**—Peers, Allison E.: "Post-War Language." 168: 576 (June 19, 1942). Arguments for the use of a simple English for a first international language and Spanish as a second language wherever possible.
93. **Sp.**—Williams, Alan Moray: "Learning Russian." 169: 381 (Oct. 23, 1942). The author points out some of the (not unsurmountable) difficulties of learning Russian, and also some of the objects and rewards which induce people at this time to study it.
94. **SS**—George, Albert J.: "Propaganda and the Modern Language Teacher." *LVI*: 565-569 (Dec. 12, 1942). In wartime the study of modern languages can do more than facilitate international communications. The language teacher can be a strong defense against the most powerful of weapons: propaganda. He can instill in the student an appreciation of the fact that good grammar is a necessary vehicle for logical argumentation. He can help ward off not only foreign propaganda, but also the domestic variety which can, and does, use the same methods to fool the public.
95. **SS**—Henderson, Harold G.: "The Shortage of Instructors in Japanese and Chinese Languages." *LVII*: 125 (Jan. 30, 1943). A summary of the situation in the field of the two most important Far Eastern languages.
96. **SS**—Walker, Charles Rumford: "Language Teaching Goes to War." *LVII*: 369-373 (April 3, 1943). An account of the amazing results obtained by the new method of teaching languages devised to teach with dramatic speed, for war and post-war needs. Most of these courses are under the auspices of the language section of the American Council of Learned Societies working for and with the Armed Services.

VII. FILMS; RADIO; RECORDINGS (See 8, 73)

97. **MLJ**—Clements, Robert J.: "Foreign Language Broadcasting of Radio Boston." *xxvii*: 175-179 (March 1943). The history of WRUL-WRUV, the polyglot short-wave station in Boston which has long been winning peoples of the world to the cause of democracy and internationalism. This largest non-commercial station in the country sends news and messages of encouragement and sympathy to the dominated countries of Europe and Asia. Twenty-two languages are employed. Collaborators include college professors, exiled patriots and foreign students. Many underground stations in Europe have depended upon this station as a news source. A few excerpts from letters written by listeners of various nationalities are included in the article.
98. **MLJ**—Wachs, William: "Making the Background Visible." *xxvii*: 31-33 (Jan. 1943). The presentation of the geographical, historical, and cultural backgrounds of the Spanish language is important and should be done before teaching the new language. The best way to accomplish this is with the sound film, but educational sound films from various companies do not conform to the requirements of the most progressive classroom objectives. The author sets forth an outline of his plan for a series of films to conform with these objectives, beginning with introductory film called "This Spanish Speaking World" narrated in English, which takes us on a flying trip to the Iberian Peninsula, then to the Western Hemisphere via the routes of the explorers. The second film "Pan-Americana" presents the background of Pan-Americanism in its concrete form. More films in this series are promised. The author welcomes comments, suggestions and questions about these films.
99. **TO**—Holland, B. F. and McDaniel, Gertrude: "Teaching Latin Americans to Read by Means of Visual Aids." *xxvi*: 20-22 (July 1942). A report of an experimental study of the problem of teaching beginning Latin-American pupils to understand, speak, and read English. The study was conducted to evolve suitable teaching materials and to discover an effective method of presenting them to pupils lacking in readiness for ordinary beginning instructions. The reading materials employed have been revised and published in *Fun At School*. The teaching procedure is described in brief in the article and in detail in the *Manual for Teachers to Accompany Fun at School*. Data secured to

evaluate the materials and procedure include: (1) weekly test results, (2) compilation of answers to a questionnaire, and (3) attendance records of Latin-American pupils. A summary of the data is presented and conclusions which the data seemed to justify.

VIII. FOREIGN LANGUAGE VALUES (See 4, 10, 11, 12, 13, 34, 36, 44, 45, 49, 56, 67, 70, 72, 75, 84, 163, 165)

100. Kaulfers, W. V., Kefauver, G. N., and Roberts, H. D.: *Foreign Languages and Cultures in American Education*. New York: McGraw-Hill Book Co., 1942, 405 p., \$3.50. The book consists of six parts: I. Introductory chapter, "Recreating Life Through Literature and Language" by the three editors; II. Seven chapters reporting correlation experiences, "Foreign Languages in a Unified Language Arts Curriculum"; III. Nine chapters describing "Cultural Programs in the Foreign Languages"; IV. Three "Cultural Programs Conducted in English"; V. Two chapters by Kaulfers, one a summary reporting an imaginary school visit where all the good things which happened in all the experimenting schools are made to occur in a dreamland super-school; and the other a synthesis attempting to draw together the many threads of the experiment, still in the making, into a set of guiding principles. Part IV devotes a hundred pages to "Illustrative Materials for Class Use." The final pages describe the practices and list the personnel of the Stanford Language Arts Investigation. This book should be read in connection with Kaulfer's *Modern Languages for Modern Schools* by the same publisher.
101. Tharp, James B. and others: *Modern Language Teaching in the Post-War Reconstruction of Education*: Papers presented at the M. L. Teachers' Institute, Ohio State University, June 15-20, 1942, 56 p., 75 cents. Dean Smith believes that political, social, economic, and linguistic isolation will be impossible; that American culture must undertake a major responsibility in re-forming and re-directing a new world culture; that we are likely to find our simplified language pattern inadequate to the task. Dr. Fullington predicts that educational thinking to be realistic must plan in terms of purposes or ends, not in terms of subject-matters or bodies of knowledge. Another generation will see many of our traditional subject-matters radically modified to meet the educational needs of a new world. Dr. Jones mentions, with comments, some of the agencies and efforts in the U. S. devoted to Pan-Americanism; such as the Pan-American Union and its bulletin, the Office of Co-ordinator of Latin-American Affairs and its publication *En Guardia*, etc. Mr. William Manger, counselor of the Pan-American Union, speaks of the probable "inter-American destiny" and foresees a continuation of the policy of the cooperation among American republics. The basic principles of these nations will be used in the relations of states in other sections of the world and some form of world organization to help solve the political, economic, and social problems that will inevitably arise. Dr. Tharp gives some of the professional aspects of foreign-language teaching, mentioning some of the standards for teachers set by law. He concludes that changes for "the better will come slowly and that changed attitudes in the teachers themselves are essential also." Professor Jones shows how social relations may wither or may flourish as we neglect or cultivate the germ of human brotherhood. Teachers must steep themselves in the culture of the country whose language they teach in order to lead young people facing a different social order ahead. Dr. Jameson is zealous for a high degree of language skill in his teachers, as well as for a broad background in the human studies, and he points out some ways in which this skill may be attained. Professor Handschin gives some historical aspects of foreign-language teaching and explains that methods of teaching and priority in objectives have changed with the degree of isolationism and the degree of active participation in world affairs of the American people. Dean Klein presents a clear and concise summary of the papers.
102. CG—Anderson, M. Margaret: "Language Teaching and the High School." 3#2: 110-113 (Winter 1942). In the current feverish attempt to gear the high schools into the war program, one blind spot becomes more and more apparent. Language enrollment is allowed to shrink—even encouraged to shrink. This is astonishing blindness in a global war. Reports from colleges show more awareness of the importance of language as an immediate tool in the war. The author of this article lists some of the colleges in which not only French, German, Italian and Spanish are being taught, but also many others. This program while urgent, is directed toward specific war ends. Another program should parallel it—language training for use in post-war reconstruction. Here high schools can assume leadership. They should continue with French and German and Spanish and increase enrollments, but they should go far beyond this and teach immigrant languages. For example, in towns with many residents of Polish descent, Polish should be included in the curriculum. Good arguments are presented for this opinion.

103. **CJ**—Morgan, Bayard Quincy: "An Invitation to Fight." xxxviii: 257-259 (Feb. 1943). The editor of the *Classical Journal* publishes the open letter sent out by Dr. Morgan of Stanford University in which he warns us of the efforts being made in important educational circles to eliminate the study of foreign languages from our high schools.
104. **CJ**—Withers, A. M.: "With Due Respect to Professors of English." xxxviii: 227-228 (Jan. 1943). Not only is it true that imperfect knowledge of English bars advancement in foreign-language teaching, but the converse is also true; namely, that the perspective of students of English without foreign-language background is about like that of "a squirrel in a cage." It is disturbing and perplexing that this is not recognized by students and teachers of the English language. There *must* be a return to Latin, but it cannot be expected that college administrators or the general public will listen to a few lone voices. It is absurd to thrust the responsibility for the necessary warfare entirely upon foreign-language colleagues. Graduate schools of English, for example, ought to speak out on the subject.
105. **CO**—Withers, A. M.: "Our Culture and the Language Bar." 28-29 (Dec. 1942). The author deprecates the use of the term "culture" in too general a sense. It cannot be denied that however difficult it is to define, culture is linked with language attainment, and our pretensions to national culture are limited when we examine the stock of words possessed by our undergraduates, to say nothing of those who teach them.
106. **FR**—Pei, Mario A.: "French as a War Language." xvi: 52-58 (Oct. 1942). French is a utilitarian and practical language today, both for military purposes now, and for the post-war period. French political and military events have not impaired French as a language of culture.
107. **H**—Doyle, Henry Gratten: "Some Arguments Against the Study of Foreign Languages." xxvi: 171 (May 1943). The arguments refuted were presented by E.P.C. of the N.E.A., by Professor Frederick E. Bolton, Professor Edwin H. Zeydel, and others. Dr. Doyle says that what passed for "arguments" in the minds of certain educationalist opponents almost surpasses belief. Education for the war, for the peace that is to follow the war, for Inter-American friendship, place on the high schools the duty of teaching foreign languages.
109. **JE**—Foley, Louis: "How About Classes in French?" 125: 178-179 (Sept. 1942). The present plight of France itself does not lessen the importance to us of the French language, literature, and culture. In spite of publicity in favor of studying Spanish, for the great majority of our people, Spanish will continue to have about the same value as in the past. It would be ironical to shut ourselves up linguistically in a hemispherical attitude. Besides there is our neighbor French Canada and other French-speaking countries in this hemisphere. French and French culture have played and still play an important role in South America. There are reasons for most English-speaking students to study French as their first language. It is the one most closely related to their own. In addition, in practically every department of life, French contributions have made themselves felt through the entire modern world. German propaganda beginning in 1871 succeeded in making people forget French achievements and contributions in science and literature. No subject can show more sustained effort toward the improvement of educational technique. America must be concerned with the safeguarding of that European civilization which produced what we have and are.
110. **MLJ**—Irvin, Leon P.: "Courses in Foreign Literature in Translation." xxvii: 533-538 (Nov. 1943). The author begins by attempting to define the word culture and cultural objectives; and he lists the intellectual attitudes of a cultivated person which were prepared and published in the M.L.J. of February 1937 by Dean C. E. Fricken of Macalaster College. Can language courses provide these keys to culture? They can to a limited degree but the study of good literature is needed from the beginning and this can only be accomplished in the first two years by offering some of the material in the translation, because texts cannot be chosen for the first year of college language study or the first two years of the high school course with only cultural content in mind. The author describes the plan at Miami University of introducing the study of literature in translation and its advantages in reaching a larger group, pointing out the fact that this does not mean the neglect of the responsibility as language teachers, "which is to teach our students to read and understand the foreign language."
111. **MLJ**—Johnston, Marjorie: "How Valuable are Foreign Languages in General Education?" xxvii: 90-95 (Feb. 1943). Has our approach been realistic? Have we tried to meet the real needs of the students? Have we always projected our work clearly in the light of the entire educational program? The author tries to answer these and similar questions by showing how Stephens College is attempting to vitalize language courses. This is being done by correlating language study with studies in other departments and by a guidance system and the practice of individualization of instruction based upon

a careful study of each student. Classes are organized to give fundamental skills to all; outside reading, one-hour classes in conversation, recordings of students' own speech, individual records of common errors, etc., help to give wide variation for each student. In such extra-class activities as lectures on South America, Spanish dance recitals, concerts, films, educational tours, International Night, etc., there is much cooperation and mutual help among the teaching and administrative staff. Varied means of evaluation including objective tests lead to improvement in class work. We must first study the students and the communities in which they are to function; we must completely rebuild and revitalize and be constantly alert if we are to fill an important function as language teachers.

112. **MLJ**—McCrosen, V. A.: "The Place of Language in the College Program in Times of War and Peace." xxvii: 96-102 (Feb. 1943). Instruction in foreign languages and literature at the college level has a twofold value: (1) a tool value for various forms of practical use and research; (2) the much more important cultural and uplift value which comes from reading the literature of the people with different ideas, traditions, roots and soul from our own. The author first reviews some of the practical and research values of not only the usual languages taught in colleges, but also of such languages as Russian, Chinese, Japanese and Malay. In the second half of the article, he stresses the value of foreign languages as "idealistic open sesame to a fuller understanding of humanity and a broader sympathy with our fellow men. . . ." He stresses the importance not only of modern foreign languages in this regard, but of Greek and Latin. Great books in other lands must be read and studied in the original in order to appreciate their beauty fully. Many great books are not even available in translation. "We are primarily teachers of literature and of foreign souls to college youth both in times of peace and in times of war."
113. **MLJ**—Phillips, Walter T.: "Do Students Want to Study Foreign Languages?" xxvii: 339-341 (May 1943). Opposition to the study of foreign languages has come to a large extent from public school administrators. The attitude of the general public is unmistakably favorable. A survey of student opinion taken at San Diego State College shows the same friendly attitude. It remains for the opponents of foreign language instruction to explain their attitude in the face of the available evidence.
114. **MLJ**—Rivers, W. N.: "Some Observations on the Language Situation." xxvii: 227-235 (April 1943). A discussion of some of the causes of the lack of foreign language interest and an encouraging prediction about the future. One of the causes of the plight of foreign languages, outside the language group, is the fact that the war has forced the nation's attention on more immediate and utilitarian needs and activities in the industrial and military spheres. Another exterior cause is the commercial mindedness of Americans. Since languages are not dollar producing, they have been scorned. A third exterior cause is the appearance about 1919 of the expert, examiner, specialist, analyst, etc., who struck blows against the languages in their new aims and objects. One of the causes from within has been the aloof, arrogant attitude of those who considered the prestige of language study as unassailable. A second cause is the lack of enlightened and energetic leadership on the part of some superiors, aside from a few notable exceptions. The third cause can be attributed to the failure of some language teachers to combine and use effectively the best features of all methods of teaching languages. There has been failure too in agreeing upon what method should be adopted to determine the priority of objectives. Another cause is that for too long many have been reluctant to change habits and make the language more living. Still another cause is due to the indifference or poor performance in teaching. (Some good antidotes in the form of outstanding articles are suggested.) A final cause within is that there has been a lack of magnetic personalities among the teachers. The outlook for foreign languages is not too dark. First, the Axis powers have given the Allies object lessons in realistic use of foreign languages. Second, some American organizations (such as the National Foreign Trade Council, the O.C., The National Federation of Language Teachers, the Department of Secondary Teachers of the N.E.A.), institutions, individuals and periodicals (such as *M.L.J.*, *School and Society*, *Bulletin of the New England Modern Language Association*, *Education*, *Good Housekeeping*, *Educational Record*, *High School Journal*, and *Woman's Home Companion*) have undertaken a vigorous foreign language crusade. We should find some way to popularize and disseminate the information on the language situations. Perhaps the newspapers would help.
115. **MLJ**—Sauer, Charles A.: "The Place of the Vernacular Language in Colonial Education." xxvii: 180-185 (March 1943). A discussion of the problem of transition from the vernacular to the official language with the belief that this should be gradual and made in the upper elementary grades.
116. **MLJ**—Simpson, Lurline V.: "Classms of an Iconoclast." xxvii: 84-89 (Feb. 1943).

Foreign language teachers need to question current assumptions about language teaching, otherwise complete effectiveness will be impossible. One must examine carefully the "of course" in such statements: "of course we could solve our problems if it weren't for university requirements"; "of course we can't teach foreign languages to present day students because they don't know English grammar"; "of course some students have a 'language sense' which others lack." It is often assumed that foreign language is inherently distasteful to students and must be ingeniously disguised. There is the danger of faith in the magic potency of words and of supplanting French itself with such by-products as courses about civilization and culture.

117. **MLJ**—Withers, A. M.: "Professor of English and Functionalism." xxvi: 596-598 (Dec. 1942). Professors of English need to be reminded that foreign languages are of infinite value to the English teacher and that while the future English teacher can supply much of his knowledge of literature for himself unaided, in foreign languages he must have guidance in his years of preparation.
118. **MLJ**—Wolf, John B.: "The Study of Modern Languages and the Present Crisis." xxvi: 413-417 (Oct. 1942). Even the less gifted student can carry away valuable experiences from language study that will make him a better citizen provided that some knowledge and understanding of the people whose language he is studying has been acquired. The last 165 years of our national history may be divided into three periods: (1) Colonial America and the young Republic up to about 1820 when there were many contacts with Europe and many American citizens had a knowledge of one or more foreign languages; (2) America turned her back on Europe and was preoccupied with her own affairs (1820-1898); (3) the end of the 19th century when isolationism began to crumble. Gradually the country has found the need of certain tools to prepare itself to be a world power and still maintain the democratic way of life. One of the important tools necessary to explain the world to America is a knowledge of languages. The teaching of languages should be broadened, extended and deepened.
119. **NS**—Manchester, Paul T.: "Language Is 'Must' for a 'Brave New World'." xx: 3-42 (Sept. 1942). America's place in the post-war world must be dynamic, led by cultured and well-informed people. Our new place in the western hemisphere grows more secure as language barriers fade; our place in world affairs needs no less facile communication in world languages.
120. **PDK**—Foley, Louis: "More About Values of Languages." xxv: 79-80 (Nov. 1942). The author comments on Edwin A. Lee's discussion of "Basic Values of Languages" (*Phi Delta Kappan* for October, 1942). It is heartening to find some educationalists becoming aware of the importance of a working knowledge of foreign languages. Dean Lee wisely does not insist too strongly upon a separation between "vocational" and "cultural" reasons for studying foreign languages. Also he clearly points out the importance of beginning foreign language early, the need for continuing it for a considerable period, the need for emphasizing the power to use a language, rather than for "credits," and the necessity for skilled and cultured teachers. In his summary, however, there is a curious omission. While speaking of a number of languages, he does not mention French at all. Certainly some of the others must be studied and the learning of any language is a cultural experience, but French merits a place of particular importance in the language-teaching program and there are reasons for its being studied first by the average American student. It is more intimately related to our own, linguistically, and French culture and is the very soul of our modern civilization.

IX. GENERAL LANGUAGE; LANGUAGE SURVEY (See 160)

121. **BNEMLA**—Hamilton, George H.: "Some Questions on the Liberal Arts." v: 15-19 (May 1943). The author asks whether the colleges and universities really know why the liberal arts must be saved. How well do professors practice what they preach, and what sort of product are they turning out? What brought students to college, and what do they carry thence in the majority of cases, if not the conviction that material success is dependent upon a college degree? Whose fault is it? Must not the point be faced that professors have been unable to make up their own minds, let alone to help anyone else make up his. Only when the boys were in far-off Guadalcanal and elsewhere in the war theaters did the long sought-for cry come: "Keep the University going! We need your work more than ever." One must renounce forever the idea that a liberal education is the best guarantee for material success; but it *can* supply the directives which alone will serve and save the whole people. In the teaching of languages how often have we taught the significance of *language*? Opportunities for the future in languages are limitless. We must be able to converse with other nations as educated men. When,

as we hope, our young people return, we must be prepared to offer them and their successors an education which will not only expound the questions but proffer the answers.

122. CH—Banning, Evelyn: "Exploratory Course Cuts Language Failures in Half at Barnstable High School." vii: 10 (Sept. 1942). A brief report of the apparent success of a course called *General Language* to cut down failures in French and Latin.
123. CJ—Coutant, Victor: "General Language and the Latin Teacher." xxxviii: 347-359 (March 1943). A discussion of a general-language course. The teacher of Latin should be able to make valuable contribution to a general language course because of the background which he has in fundamental linguistics. The Latin teacher knows the origin of the alphabet and alphabetical symbols.
124. SAQ—Withers, A. M.: "The Latin Road Is Best." xlii: 54-58 (Jan. 1943). It is undeniable both that English is for us the most important of educational subjects and that foreign languages contribute greatly to the comprehension and enjoyment of that subject. Neither the study of Esperanto nor Basic English is the answer to the problem. Esperanto as an artificial language lacks the glamor and motivation of a genuine language. Short and few words as in Basic English do not aid in intellectual development. The dictionary, although full of wisdom, does not *per se* implant general language excellence. To compensate for the neglect of Latin and other foreign languages English teachers must lead students along an indirect and inadequate route toward a better understanding of the subject. The Latin paths and by-paths although indirect are the vital way to the goal.
125. SS—Blumberg, Philip S.: "The Foreign Language Controversy Once More." 55: 728-729 (June 27, 1942). Commenting on the leaflet by Henry Gratten Doyle, "Will Translation Suffice?" the author states bluntly that he believes that for ninety per cent of our high-school boys and girls, the study of German, French, Spanish and Italian are a waste of time. There is no particular virtue in studying foreign languages, nor do these subjects have a liberalizing or cultural effect upon the minds of the pupils. Translations do suffice.

X. GRAMMAR & SYNTAX; COMPOSITION (See 28, 186)

126. Charland, G. M.: *Synopsis of French Verbs and French Verb Blanks*. (Fourth edition, 1943, LaTribune Limited, Publishers, Sherbrooke, Quebec, 50 cents a copy, postpaid; \$5.00 per 12 copies, postpaid; \$10.00 per 25 copies, postpaid. Order from the author.) For use in junior and senior high schools and colleges. It gives a bird's eye view of French verbs and their use.
127. FR—Pargment, M. S.: "How to Make Grammar and Composition More Profitable." xvi: 206-212 (Jan. 1943). Theoretical grammar and translation tend to interfere with the acquisition of automatic language facility. Translation can be profitable and interesting if the purpose is a deeper insight into the meanings of significant words in both languages.
128. FR—Pargment, M. S.: "How to Make Grammar and Composition More Profitable" (continued). xvi: 304-311 (Feb. 1943). The four types of written exercises which are sound psychologically and highly profitable are (1) the dictation, (2) the comprehensions and expression exercise, (3) the paraphrase, and (4) the free composition. The last two are discussed in detail. Free composition presents difficulties because it is impossible in a classroom to master sufficient idiomatic language to treat a considerable number of aspects of life. No essay subject should be assigned without previous, complete working out in class. Suggestions are given for the paraphrase.
129. GQ—Ehrlich, Godfrey: "Grammars and the Psychology of Learning." xvi: 128-138 (May 1943). Stimulating ideas on a grammar which applies sound psychological theories. Some points included are (1) a text for a given lesson chosen for its natural, intrinsic ability to illustrate the grammatical topics; (2) a longer text than the average for introduction of new material and repetition of old; (3) a dramatic element should be introduced into the material; (4) the importance of rhythm and rhyme should not be overlooked. Part three of the ideal lesson should consist of illustrative sentences taken from the text and accompanied by concise questions to be answered by the pupil. Exercises can be made less monotonous.
130. GQ—Mueller, Eugen H.: "Theories Concerning the Origin of the Grammatical Gender in German." xvi: 90-98 (March 1943). The origin of grammatical gender and its proper relationship to natural gender is not clearly understood. The author sets forth some theories that are plausible and notes some valuable sources for these explanations.
131. GQ—Vowles, Guy R.: "Unreal Conditions in 'Erlebte Rede'." xvi: 23-31 (Jan. 1943).

- A consideration and explanation, with examples, of the sometimes puzzling form of discourse, "erlebte Rede."
132. MLF—Vaughan, Herbert H.: "The Progressive Tenses in Spanish and Italian." xxvii: 139-145 (Sept. 1942). A scholarly and clear exposition of the meaning and uses of the progressive tenses in Spanish and Italian.
 133. MLJ—Bissel, Clifford H. and Anonymous Collaborators: "The Humorous Side of Foreign Language Teaching." xxvii: 342-347 (May 1943). The author gives a number of examples of comical errors in French translation and composition with an attempt to analyze some of them.
 134. MLJ—Bottke, Karl G.: "Wrong Division." xxvii: 133-134 (Feb. 1943). The incorrect division of the noun in immediate contact with the definite or indefinite article is a common source of curious hybrid formations which are eventually accepted as correct. The author gives examples in English (an apron for a naperon); French (la lulette for l'nette); Italian (l'usignolo for lusciniolum). Spanish appears to have avoided elisions of this sort in its development.
 135. MLJ—Bolinger, Dwight L.: "Toward a New Conception of Grammar." xxvii: 170-174 (March 1943). Grammar is one of the humanistic sciences, by reason of being, like sociology or political science, a description of human behavior. But grammar was a science born in an unscientific age; as a result it has been branded as non-scientific. English was an unhappy choice as the vehicle for teaching grammar; the introduction to grammar belongs to foreign language study and should be taught in that field. Variation in language in the world today is costly; at least the science of speech behavior is a necessity.
 136. MLJ—Bull, William E.: "Related Functions of Haber and Estar." xxvii: 119-123 (Feb. 1943). *Haber* and *estar* have come to an almost stable division of the locative field. The division of function which they now share is based on the concept of definiteness and indefiniteness. When the entity to be located is grammatically definite, *estar* translates "to be"; when the entity is indefinite, *haber* translates "to be." This division of function contradicts the statement found in most grammars that *haber* "stresses mere existence."
 137. MLJ—Fife, Austin E.: "A Classroom Exercise in Poetic Translation." xxvii: 186-189 (March 1943). To adapt the course to the interests of eight students of English registered in a course in third semester college French, an exercise in poetic translation was undertaken in order to lead to a deeper appreciation of the poems and more insight into the form and content of good poetry in general. The students enthusiastically carried out two projects: (1) two French poems were studied and translated by the joint effort of the class; (2) each student translated independently one poem which was read and criticized by the group. Paul Verlaine's poem, *Il pleure dans mon coeur*, was the first one translated and this translation is included in the article. The translation of Victor Hugo's *Saison des Semailles: Le Soir* which presented more difficulty was accomplished with some extra work by the class. The procedure is described and the poem and translation are included in the article, together with one poem translated independently by a student.
 138. MLJ—Henninger, George A.: "Reasons for a Mastery of the Verb 'To Be'." xxvii: 190-193 (March 1943). The author gives several reasons why students at least of the high school and college level should know the complete indicative conjugation of it. It is pointed out, for example, that memorizing the past tense itself eliminates the common "you was" for "you were"; that unless students can cite the forms of the verb without hesitation, they will find it difficult to use the nominative case readily, as subject of all finite verbs; that one not thoroughly conversant with the forms of "to be" will never understand the passive; that students of certain foreign languages must learn that there is no such thing as the progressive conjugation and that some of those verbs are conjugated with "to be" (not with "to have") and must therefore be recognized as different from English.
 139. MLJ—Hooker, Kenneth Ward: "A New Order in Elementary French Grammar." xxvii: 41-45 (Jan. 1943). The author feels that the trend to condense college elementary French grammar texts has resulted in a state of confusion on the part of the students. There has been a tendency to underestimate difficulties and to follow no logical order in presenting explanations. A logical sequence of 14 lessons which should help the student overcome initial difficulties in the mastery of French word order, is tabulated and described.
 140. MLJ—Protzman, Merle I.: "Pure and Impure Signs of the Times." xxvii: 203-205 (March 1943). The author, after citing a number of examples of peculiar changes in spelling and grammar, as well as anglicizing of foreign terms, wonders whether we need

a national or international academy to legislate on spelling for the sake of those who still write, and on pronunciation for the sake of all of us who listen to the radio. Sloppy speech is frequently evidence of sloppy thought. If English is to become the universal or international language, then we should have some sort of clearing house for it comparable to the French Academy.

XI. INDIVIDUAL DIFFERENCES (See 8, 204)

141. **BNEMLA**—Bruno, Josephine R.: "Teaching Italian in High School." v: 32-36 (May 1943). The teaching of Italian in the high school presents many problems. Election of Italian in high school is largely restricted to pupils of Italian extraction. The typical Italian class is a group which is homogeneous in background and heterogeneous in ability. Therefore, teaching Italian involves the understanding of the background of those in the class. The pupils expect friendship and understanding. There is the problem of urging the timid to speak the language, of planning the course for those of unequal ability, and of proving that there are many similarities between the cultures of Italy and the U. S. The author suggests a number of ways to solve these and similar problems.
142. **CJSE**—Johns, Dorothy Mae: "Introduction to the Mixed Language Class." xxii: 418-419 (Nov. 1942). Method employed to deal with a group which may be composed for example, of eight students in first semester of high school German, eight in second semester, eight in third semester, and eight in fourth semester; making thirty-two students in all.

XII. LATIN-AMERICAN RELATIONS (See 101)

143. *How Much Do You Know About the Other American Republics and About Inter-American Cooperation?*: Office of the Coordinator of Inter-American Affairs, Division of Inter-American Activities in the United States, Washington, D. C. An interesting set of questions together with the answers, aimed to test one's knowledge about Latin-American affairs.
144. *Latin American Backgrounds*. A Bibliography. National Education Association of the U. S., 1201 Sixteenth Street, N.W., Washington, D.C., 1941, 47 p., 25 cents. The bibliography is classified under the headings: the country, the people, the nation's work, transportation and communication, history and government, inter-American relations, travel, fiction, biography, and children's books. The appendix includes teaching aids and a country index. The bibliography has been compiled with the unit of study method particularly in mind with respect to the first six sections. The pamphlet is rich in suggestion and source material.
145. *The United States and the Other Americas*: American Council on Education, Washington, D.C., Revised, June 1942, 29 p. An excellent syllabus for teachers. It attempts to trace the more important factors in our present relations with Latin America against the background of events during the past three centuries. First is presented an outline of the major questions of interest in the relations of the U. S. with the other Americas, treated both historically and analytically. The Bibliography has been prepared with a view to selectivity rather than to inclusiveness. The materials for teachers do not pretend to be exhaustive but rather suggestive.
146. **CG**—Hunsucker, Kara: "Young 'Good Neighbors'." 24: 109 (Summer 1942). Texas undertakes a program of teaching Spanish in the elementary grades. In Lubbock, under the direction of Supt. W. B. Irvin, the teachers prepared their own series of texts, *Amigos Pan-Americanos*, five books to be used from the third to the seventh grade. The children will have learned about 2,000 words by the end of the five-year study and will be able to speak, read, write and comprehend simple Spanish. The program also includes learning rhythms and folk dances of Spanish America, drawings of Mexican scenes, vocabulary notebooks with sketches, a Pan-American Day fiesta. Classrooms present an atmosphere in harmony with the course. This plan of study should do much to prevent prejudices and strengthen hemispheric ties.
147. **Ed. V**—Field, Dorothy: "Inter-American Educational Relations." 1: 19 (June 15, 1942). An account of summer schools in the Other Americas given by Dorothy Field, secretary of the Inter-American Study Projects, Institute of International Education.
148. **Ed. V**—"Inter-American Educational Relations." 1: 21 (Nov. 16, 1942). Account of an annual 3-day forum and demonstration school center for all teachers in a certain area in Kansas. The discussions centered on inter-American affairs and the place and form which inter-American studies should occupy in the curricula of elementary and high schools.

149. **Ed.V**—"Inter-American Educational Relations." 1: 23 (April 15, 1943). In the inter-American demonstration centers, where local school authorities are cooperating with the O.E. in the organization of inter-American studies, the teaching of Spanish is recognized as one of the important elements in the total program for developing better understanding and great appreciation of the other American republics. An encouraging trend is the coordination of effort by various high-school departments. Spanish teachers cooperate with history, English, social science, history teachers. An account of some projects in Arizona, New York, Tennessee, New Mexico, Texas, Kansas in which the teaching of Spanish is being used to strengthen the program for inter-American studies in the demonstration centers.
150. **Ed.V**—"Inter-American Educational Relations." 1: 6 (May 15, 1943). The Asociación Argentina de Profesores de Idiomas Extranjeros has asked for an interchange of educational publications and the establishment of professional contacts through correspondence between language teachers' associations in the U. S. and the Argentine "Asociación." An annotated bibliography has been published by the O.E. which is entitled *Recent Reading Materials for Students of Spanish*. It includes titles of novels, short stories, plays, anthologies, history of literature, history and travel, conversations, etc.
151. **Ed.V**—"Inter-American Educational Relations. Latin-American Workshops." 1: 26 (June 1943). A list of colleges and universities which were to offer Latin-American Workshops the summer of 1943.
152. **Ed.V**—"Inter-American Educational Relations." 1: 27 (June 15, 1943). The article mentions the opportunities for summer study in Mexico and in the U. S. for those interested in Spanish and Latin-American culture. Opportunities for English teachers in Latin-America are mentioned; also the summer English Language Institute at the University of Michigan which offers an intensive eight-weeks training course for candidates who are interested in teaching English in the other American republics.
153. **Ed.V**—Patterson, John C.: "Latin America Studies English." 1: 1 (Aug. 1942). Many of us in the U. S. who are studying Spanish or Portuguese wonder if the other American republics are also interested in trying to learn more about us and our way of life in the U. S. The answer is that many are, and we must remember that the Latin Americans have for a long time known much more about us than we have known about them. On a recent visit to Brazil, the author had many opportunities to discover that the study of our language goes on and increases.
154. **Ed.V**—Ratner, Payne: "Inter-American Education." 1: 5 (Sept. 1942). At an educational conference which met in Topeka, Kansas, July 29, 1942, Governor Ratner recommended the launching of a statewide program of inter-American studies in the public schools.
155. **H**—Grismer, Raymond L. and Flanagan, John T.: "The Cult of Violence in Latin American Short Fiction." xxvi: 161 (May 1943). The subjects in literature of this kind are gauchos, fishermen, workers in tropical forests, peon farmers, and the like. The writers have a preference for the gory and the sensational. There are innumerable altercations and knifings, drunken quarrels and murders. The revenge motive appears frequently and the wronged man never stops to consider the cost to himself. This literature clearly reflects a cult of violence.
156. **H**—Switzer, Rebecca: "They are Studying English in Mexico." xxvii: 64 (Feb. 1943). In Mexico high-school boys and girls are studying English for a minimum of at least two years. Some of them, at least, are learning to speak, read and write English with fair fluency and accuracy. Teachers of Spanish in the United States might visit Mexico to see how English is taught to Spanish-speaking people. Miss Switzer was greatly impressed by the enthusiasm for English manifested by the students.
157. **JCJ**—Gidney, Lucy M.: "You Can Use French Too, in South America." xiii: 28-30 (Sept. 1942). The rising interest in Spanish is fine, but it is a pity that these gains should be made at the expense of the other European languages, particularly French. Not only is French important for cultural and practical reasons, but also it is second only to Spanish as a means of cultivating friendly relations with our neighbors to the south. The author relates some of her heart-warming experiences in her journey through Central and South America. These friendly contacts, fine acquaintanceships, and happy times were made possible through a usable knowledge of French.
158. **MLF**—Dyer, Karin A.: "Linking the Americas." xxvii: 46-49 (March, June 1942). Linguistic study *per se* does not necessarily develop friendship toward the people whose language is being studied. Hence certain changes in emphasis are taking place in the teaching of Spanish in the U. S. Among these are: (1) Increased stress on the customs, culture, industries, history and geography of Latin America; (2) More conversation; (3) Extensive reading in Spanish and English on Latin America; (4) Activities which

promote inter-American friendship; (5) Greater correlation between Spanish classes and the music, dance, and art program of a school. The author gives an account of an interesting double period course offered in the Los Angeles schools in Social Living (unit on Latin America) and the study of Spanish.

159. **MLJ**—Downs, John A.: "Let's Get on Speaking Terms with our Neighbors." xxvii: 348-352 (May 1943). Interest in Spanish has not developed as the result of an application of some new technique, but because it has come, it has created responsibility as well as an opportunity. Too long has the objective in teaching foreign languages been that of a "reading knowledge" only. This aim ignores the fact that about 90% of our exchange of ideas takes place through the medium of the spoken language. The cause for the adoption of the "reading knowledge" objective is what might be called our "Frontier Psychology." We have a fundamental distrust of foreigners so we compromise between the exigencies of the curriculum and the provincialism of patrons. A second cause is to be found in our sentimental interpretation of democratic education. Because we believe in equality of opportunity, we attempt to prepare something which the whole class can attain and enjoy. We use the same methods that were used in Latin and Greek classes whose teachers had to take up the teaching of French and German when the ancient languages largely disappeared from the curriculum of American schools. We are lowering our goal; American students will speak the language if they have been taught to speak it, if only among themselves. If we can get 5% of our students interested in actually using French or Spanish as a conversational medium, we have a nucleus around which we can build a wider interest in the subject. A feeling of spiritual kinship with our neighbors must be developed. We must first be on speaking terms with them.
160. **MLJ**—Pérez, Raoul M.: "Spanish and the War." xxvii: 356-357 (May 1943). Spanish is spoken in eighteen of the twenty-one Pan-American republics. Why should it not be the official language of the United Nations? At any rate, it has an important role in the relations between the U. S. and the New World members of the United Nations. Washington has realized this, as well as many colleges and universities. The good neighbor policy is not a war-time emergency measure. It is a sincere attempt to deal with our neighbors on equal terms.
161. **SS**—"Portuguese Is Spoken Here." lvi: 206 (Sept. 12, 1942): A report issued by the Office of the Coordinator of Inter-American Affairs a few weeks before Brazil's entry into the war. The U. S. has come to recognize that generally speaking it has been ignorant of its sister republics. The report raises some questions to indicate the extent of this ignorance and indifference toward Brazil especially. As a result of recognizing our ignorance the report shows that there has been recently a strong interest in Portuguese.

XIII. MOTIVATION AND STIMULATION

(See 67, 175, 190, 200, 206, 207, 210)

162. **GQ**—Koch, Ernst: "Let There Be Music!" xvi: 124-127 (May 1943). A successful experiment with an amateur orchestra sponsored by the German department. The whole body of German students thus was made more aware of a side of German culture which cannot be given its full due in the average language class. Suggestions for the purchase of suitable scores are included in the article.
163. **MLF**—Lee, Edwin A.: "Basic Values of Foreign Languages." xxvii: 40-42 (March, June 1942). A summary by Dr. Frank H. Reinsch of an address delivered at San Francisco on February 23, 1942. The two defensible reasons for studying foreign languages are the vocational and the cultural. These reasons are not necessarily exclusive but a student may be more vividly aware of one than of the other. For many students the cultural may exist for itself alone. An appreciation of alien culture is vital if we are to cooperate with our allies. We must also be able to understand our enemies. This is time to inaugurate programs of language study of Japanese, Chinese, Russian and Portuguese. To accomplish best results the study of foreign languages should be begun early, there should be a continuity of language-teaching over a longer period, there should be greater concentration on the language taught, there should be more emphasis on power to speak, read, and write the language and less on the units of credit earned, there is need for skilled and cultured teachers.
164. **MLF**—Morgan, Bayard Quincy: "An Open Letter to Teachers of Language." xxvii: 93-94 (Sept. 1942). The author deplores the evident willing or enforced consent of large groups of educators to abandon the discipline of formal language study as a foundation stone in American education. This would be a disaster to the nation which would be at the mercy of brainy and highly trained competitors in the markets or on the battle-

fields of the world. If we do not provide suitable training for our future leaders, we shall have none. The author suggests and strongly urges a militant association formed from the members of the various language associations to enlist parental vote to put pressure on the schools.

165. **MLJ**—Carter, Boyd G.: "Foreign Languages and Some Objectives of the Liberal Arts College." xxvi: 424-430 (Oct. 1942). The author examines some currently discussed objectives of the liberal arts college in the light of what foreign languages may contribute to their realization. (1) *Proficiency in written and oral English*. Foreign language study may help to enrich vocabulary, aid in overcoming slovenly pronunciation, and help in the students' knowledge of grammar. (2) *An understanding of the significance of the social sciences*. Although a foreign language is not a social science study, there are some potentialities of this nature in it. A foreign language may help to break down the provincialism of the student. (3) *An understanding of the significance of science and the scientific method*. Material on the scientific contributions of a foreign country would emphasize the cosmopolitanism of science. Also language study trains in the scientific method. (4) *An appreciation of esthetic values*. There may be a fruitful, although brief, initiation into foreign culture. (5) *An appreciation for idealistic and ethical values*. The study of foreign languages may help promote international good will—most literature of the world reveals the triumph of justice over injustice. (6) *Interpretation of vocational and professional values and potentialities involved in the liberal arts program*. The multiple semi-vocational values of a foreign language should be stressed. (This article was written before the U. S. entered the war and therefore does not consider the change of emphasis which liberal arts colleges are making for the war effort.)
166. **MLJ**—Morris, M. C.: "Some Present-Day Implications of Modern Foreign Language Teaching." xxvi: 405-412 (Oct. 1942). Modern foreign language teachers must accept the responsibility of training for truly democratic leadership and this can only be done by taking a long range point of view, considering not the immediately utilitarian values of foreign language teaching, but also the humanistic values which should not be detached from language learning. The author states that he is not pleading for a return to humanism as symbolized by the cloistered scholar, but that "it may be partly by a certain faithfulness to the best principles of humanistic training that our future can be rescued from the threat of intellectual bankruptcy, even chaos." Language instruction can and should broaden the student's whole viewpoint. A number of quotations in the article prove that the writer is not alone in his opinion.
167. **MLJ**—Spahn, R. J.: "Helping Freshmen Plan Their Program." xxvii: 112-115 (Feb. 1943). To help Freshmen plan their courses for the last three years of work, teachers from various departments address them each spring to outline the work in their courses. The article quotes the talk which the foreign language teachers worked out together by means of suggestions from each. In this talk, the interrelationship of languages—both ancient and modern—was clearly explained. Only after stressing the value of language study in general should the department explain the values of the individual languages it offers.

XIV. PROGNOSIS; CONTINUANCE

168. **HSJ**—Giduz, Hugo: "The 1942 French Placement Tests at the University of North Carolina." xxvi: 36-40 (Jan.-Feb. 1943). The results of the French tests in 1942, the thirteenth since the inauguration of this type of placement at the University of North Carolina, are as poor as they have been. (For further details of the test itself see the *High School Journal*, xxv: p. 36, Jan. 1, 1942.) Table I shows how the students did on the test, Tables II and III show how North Carolina students compare with Out-of-State students, Table IV shows length of time spent by the students placed in each course, before taking the test. The conclusion is that if we ever hope to put French back into the place at the head of foreign languages we shall have to teach it better. Teachers should try to improve themselves by more study.

XV. PSYCHOLOGY OF LEARNING; TECHNIQUES OF INSTRUCTION (See 52, 67, 89, 96, 99, 150, 208, 214, 224)

169. Bloomfield, Leonard: *Outline Guide for the Practical Study of Foreign Languages*: Linguistic Society of America at the Waverly Press, Inc., Baltimore, 1942, 16 pp., 25 cents. The booklet presents in compact form a general plan of procedure for the student who must learn a language inductively from a native speaker. Much practical advice is given on the best way of asking his informant questions and on the best way of recording the informant's answers, as well as a warning against the pitfalls that he must avoid.

Every phase of the inductive method is described, as the author has developed it through years of experience in field work and through personal acquaintance with many informants.

170. **BNEMLA**—Darbelnet, Jean: "The Psychological Aspect of Language Study." v: 19-25 (Nov. 1942). When a serious and conscientious student who wishes to master a language arrives at a point where he ceases to make progress in spite of knowledge of grammar, excellent vocabulary and reasonably correct accent, it is probably because he has overlooked the psychological aspect of language. The traditional methods have been concerned chiefly with the intellectual aspect of the language. To master a language thoroughly it is not enough to be capable of expressing one's ideas, one must also be able to convey his feelings and express them with subtle variations. To learn French, for example, is to develop gradually for oneself the linguistic consciousness of those French persons whose speech is considered a model. The author divides his article under the headings of *etymology* and its dangers in the psychological method, *semantic homonyms*, context, *attenuation*, and *application*.
171. **Ed.V**—Rowe, L. S.: "Castilian or Spanish American? Opinion of Pan-American Union Given." 1: 12 (Dec. 15, 1942). Because the question about whether to teach the Castilian or the so-called Spanish American, the letter of Dr. L. S. Rowe, the Director General of the Pan-American Union, is printed in full. As far as the American public is concerned, the controversy about Castilian Spanish and so-called South American Spanish is hardly more than an academic discussion between those who want to retain the "th" sound of "c" before "e" and "i," and "z" before any vowel; and those who prefer the "s." School authorities should give proper attention to the teacher's right to utilize his training free from arbitrary rules.
172. **FR**—Rowe, Charles G.: "A Plea for Poetry in the Intermediate French Class." xvi: 234-238 (Jan. 1943). American students too frequently do not learn to appreciate French poetry. The following suggestions are given: (1) teach the alexandrine and analyze the rhythm, (2) technicalities need not be discussed unless the class shows special interest in them, (3) bring out the eloquence of French poetry, and (4) the lines should be graven on the mind of the student.
173. **GQ**—Gates, Clifford E.: "Rudolf Binding and the Aural Method." xvi: 32-36 (Jan. 1943). The author relates the astonishing success of a method used by an Italian lawyer to teach Italian to the German poet Rudolf Binding. After simply listening to the lawyer's beautiful reading in Italian, in two months the poet was able to translate a poem of d'Annunzio. This method could not be used in the classroom with success, but a suitable adaptation of the aural method, used in conjunction with other practical methods, is valuable.
174. **GQ**—Stroebe, Lilian: "Acceleration—Intensification." xv: 185-192 (Nov. 1942). The government recommends that your job be done more quickly; and if you can, do it better. The author reviews the possibilities of different short cuts and various ways of acceleration which have been recommended from time to time for language study. She concludes that it would be far better to consider practical details of intensification, and she gives some helpful suggestions toward that aim.
175. **H**—Tireman, L. S.: "Teaching Spanish in the High School." xxvi: 35. It is evident that there is no uniformity of purpose in Spanish teaching in the High School. The pupil's capacity for learning a language should be ascertained before placing him in a class. The author gives reasons why some classes are more interested than others. There should be a stimulating environment; flags, pictures, maps, foreign magazines, newspapers, etc. The time element is very important.
176. **MLF**—Daniel, Julia Norfleet and Kalpakian, Angagh: "An Experiment in Fusion." xxvii: 187-195 (Dec. 1942). A rather detailed account of an interesting experiment conducted at the University High School in West Los Angeles, California. A "fusion" class was arranged between Social Studies and third semester French in which (a) the material of the Social Studies class was used freely as subject matter for language practice, and conversely; and (b) the language was used as much as possible as a means of teaching the Social Studies material. The article terminates with some of the unfavorable and favorable comments made about the "fusion" class.
177. **MLF**—Millard, Galia: "Foreign Language Conversation Classes." xxvii: 50-51 (March, June 1942). The author discusses the scheme used in the conversation classes in French at the University of California at Los Angeles. No home-work is assigned, there are no texts and no final. Subjects for conversation should be of a practical and simple nature, such as education, food, clothing, home. Classes should be graduated and limited to ten pupils and informality should be the key note. The teacher should be there to guide only, never to teach.
178. **MLJ**—Akin, Mrs. Alma Palmer: "Some Problems of Teaching Elementary Spanish."

- xxvi: 506-511 (Nov. 1942). Discusses a social approach method in beginner's Spanish, using Dr. Hendrix' two books, *The Elementary Spanish* (Heath) and the *Cultural Spanish Reader* (Holt). The author finds that students enjoy sentence dictation at the blackboard from the beginning. By this social approach method they receive training in developing their ability to read, speak, write, and comprehend all at once.
179. **MLJ**—Barnstorff, Hermann: "The First Lesson in a Beginning Class." xxvii: 251-253 (April 1943). A suggestion for a new method of approach with beginners on the first day. Good pronunciation should be taught from the first lesson on. A number drill for the first lesson has found favor and shown good results.
 180. **MLJ**—Bentley, Louise E.: "Another Way of Teaching a Reading Text to a Second Year Class." xxvi: 431-435 (Oct. 1942). A method whereby the students increase their skill in comprehension, pronunciation and vocabulary with their interest increased in the process. The teacher translates 7 to 10 pages a day for them and their assignment is to read aloud at home what has been translated, thinking of the meaning as the material is read. Sometimes the students are asked to read in class for correct pronunciation, sometimes questions in French are asked about the story, sometimes the students tell the story in French, etc. Finally, an oral test is given, as well as a written test. Students have worked out interesting projects for a paper, based on their reading.
 181. **MLJ**—Coss, Joe Glenn: "There is No Direct Method." xxvii: 103-104 (Feb. 1943). The "direct" method of teaching a foreign language is not direct as far as the initial presentation of the vocabulary is concerned. The most effective method for learning vocabulary is that of presenting the new words in isolated lists and listing the English synonym alongside. However, the direct method is not wrong in principle. The isolated vocabulary word list is valueless without contextual presentation.
 182. **MLJ**—Giesecke, G. E., Larsen, R. P., Wittenborn, J. R.: "Factors Contributing to Achievement in the Study of Elementary German." xxvii: 254-262 (April 1943). Report on an experimental investigation of the study habits used by Liberal Arts and Sciences freshmen at the University of Illinois in their study of elementary German. To rule out the factor of intelligence, two groups of students were selected with equal measured mental ability and with widely discrepant achievement in German. Tables are included to show results obtained. The test data showed that it is false to consider that less capable students cannot study languages with profit. Greater interest was shown by the high achievers who also tended to employ certain study habits which the low achievers did not employ. Time and effort devoted to teaching students how to study effectively are time and effort well spent.
 183. **MLJ**—Herman, Abraham: "Literary Facts and the Elementary Language Student." xxvii: 13-20 (Jan. 1943). In an ironical tone, the author attempts to show the absurdity of presenting a literary history or a semblance of it, in the editions of books designed for students in the second year of language study. It is impossible for the vast majority of students to see real meaning in much of the editor's effort; they are still at the task of making out the meaning of what they are reading and should not be burdened further. (The author would personally prefer proper graded material dealing with the institutions, life, culture and civilization of the people whose language they are studying.)
 184. **MLJ**—Ornstein, Jacob: "Problems in the Teaching of Portuguese." xxvi: 512-516 (Nov. 1942). Available texts in Portuguese discussed and problems pertaining to the Lisbonese-Brazilian pronunciation and vocabulary. Benefits of transfer-training "are on the order of the double-edged sword"; particularly in certain grammatical phenomena and conversation.
 185. **MLJ**—Scanlon, Charles L.: "The Purpose of Graded Texts." xxvi: 421-423 (Oct. 1942). A defense of word counts and graded texts. Word counted texts lead students of any stage by easy but controlled stages to the reading of unaltered texts. This technique has, for instance, long been used by music teachers who start beginners with simple scales, after which simple concocted melodies are introduced, followed by melodies and themes taken from great composers. This method need in no way destroy the students' appreciation of great works but is a logical means of attaining skill and appreciation.
 186. **MLJ**—Vittorini, D.: "Use of Prepositions before the Infinitive Mood in the Romance Languages." xxvi: 439-441 (Oct. 1942). A simple method is explained to present this problem to American students. It is important that the pupil understand the diverse function of "a" and "de"; and second, the patient repetition will give the pupil the "feel" for the proper use of the prepositions in questions.
 187. **MS**—Sonandres, William: "Spanish Streamlined." lvii: 122 (Dec. 1942). The Spanish instructor in the Burlington, Iowa, High School discusses lively method used to teach Spanish. In the first year, instead of "tedious drills" on verbs, agreement of adjectives

and nouns, etc., popular songs are learned early in the year, there is much dictation, recitation of verbs by students en masse, conversation, recordings made of each student's voice. Tests consist of sight translation of stories made up by the New York board of regents. In second year Spanish, the teacher can begin to lecture slowly in Spanish about the heroes of Latin America. Students carry on correspondence with Latin Americans, and engage in other activities to add zest and color to the course.

188. TO—Perry, Sadie: "They Must Think in English." xxvi: 13-14 (June 1942). To the major aims of American education the author would add, for the sake of dual language children—they must think in English. She discusses the findings of two years of research and work with Latin-American, Polish, Bohemian, Austrian, Danish-American, and American children, the majority of whom are dual language citizens. To become a full-fledged citizen of a country one must first master its language and find a happier place in the life of that country. A teacher can help with skill, ingenuity and patience.

XVI. READING; METHODS AND MATERIALS (See 110,180)

189. FR—Anthony, Amelia Edna: "Intensive and Extensive Reading in the Secondary School Language Course." xvi: 497-500 (May 1943). Intensive reading is a means to the end of developing the skill of extensive reading. In the two year course the teacher must develop interest in reading and material must not be too difficult. Certain grade requirements may serve to stimulate interest.
190. FR—Peacock, Vera L.: "Twenty Minutes a Day." xvi: 416-418 (March 1943). Suggestions are given for injecting interest into a second year French class where the teacher has little time for preparation. They are (1) use of pictures for sentence construction, (2) use of French words and proper names in news for pronunciation drill, (3) use of French anecdotes for questioning, (4) use of newspapers, and (5) prepare a list of words already known to the students for which you may request synonyms, antonyms or cognates.
191. GQ—Gemeinhardt, Laurence E.: "Background and Biography in a Literature Course." xvi: 99-103 (March 1943). Some knowledge of the social, political, and economic background of the period, as well as the main biographical facts of the lives of the authors, are important in an undergraduate literature course. In order not to take too much time away from discussion and interpretation of literary works, the author has devised some objective tests, for this study outside of class. An example of a completion test is given.
192. GQ—Koch, Ernst: "Coordinated Reading." xv: 200-203 (Nov. 1942). Instead of the instructor trying to sketch in the background necessary for the comprehension of a literary work, the author suggests coordinated reading which is not primarily intended to give the student opportunity to sample more works of a particular author, period, or literature but to help "put over" the class text. It may draw on any language period or genre for its texts, the single criterion being basic congruity of inner form. This method will not only develop an understanding of the comparative aspect of literature, but will help break down destructive prejudices.
193. H—Stanton, Ruth: "Martin Guzman's Place in Modern Mexican Literature." xxvii: 136. Since 1910, Guzman has gained recognition as a vigorous and realistic writer of prose, fiction, history and essays. In *El Águila y la serpiente* he narrates events, describes scenes and draws portraits of the revolutionary leaders. *La sombra del caudillo* presents political warfare carried to its logical conclusion. He has given impetus to the use of the novel as an effective literary vehicle for the presentation of Mexican problems.
194. MLJ—Dean, Ruth J.: "Correlation, Not Compromise." xxvii: 46-54 (Jan. 1943). A detailed description with suggested readings of a program at Mount Holyoke designed to acquaint Freshmen students with France's varied contributions to civilization and to correlate their study with other courses. Only French is used in the classroom. (Students usually have had at least three years' study in French.) Readings are assigned from various books but on a unified subject. The class is limited to a group in which all are taking another suitable course in common, such as art and architecture, economics, history, music, sciences. This plan gives the student evidence of the unity of knowledge, shows the contribution of the French mind to the other subject and the part which that subject plays in French civilization. In the experiment which the author describes in detail, the history of Western Europe was used as the correlated course. The course includes readings in French, *explication de texte*, oral reports, written source-themes.
195. MLJ—Koch, Ernst: "Do We Teach Reading?" xxvii: 135-139 (Feb. 1943). The author starts with the assumption that most foreign language teachers agree that their primary

aim in the first two years is to teach students to read. If this is so, then certain problems and techniques confront the teacher of reading which he must try to solve. He must investigate interest in silent reading and study the problem of general reading habits and attitudes; he must find out how many students continue to read after leaving school. It is suggested that all foreign language teachers take some specialized courses in reading, that instruction be individualized as far as possible on the basis of student needs, that a browsing room be filled with interesting material, that there be periods for vocal exchange of collateral reading experiences. A recommended reading list for the teacher is appended to the article.

196. **MLJ**—Moore, Anne Z.: "Extensive Reading Versus Intensive Reading in the Study of Modern Foreign Languages." xxvii: 3-12 (Jan. 1943). The author reviews some of the material available in the field of extensive and intensive reading in modern foreign languages. She also describes an experiment designed to measure reading skill and vocabulary. Her tables seemed to show that intensive reading gives better results than extensive reading both in vocabulary growth and in reading skill, but she realizes the limitations of the experiment (short length of time); therefore, it should be regarded as one of development of a technique.

XVII. REALIA; CULTURES; CLUBS; SOCIALIZATION

(See 35, 177, 178)

197. *Calendar of Inter-American Events. February*: Office of the Coordinator of Inter-American Affairs, Washington, D. C. This mimeographed calendar prepared by the Press Division of the Office of Inter-American Affairs stresses hemisphere events, anniversaries, holidays, personalities, and historical occurrences in the American nations.
198. *Efemerides de Acontecimientos Interamericanos Enero*: Office of the Coordinator of Inter-American Affairs, Washington, D. C. This mimeographed calendar in Spanish prepared by the Press Division of the Office of Inter-American Affairs stresses hemisphere events, anniversaries, holidays, personalities, and historical occurrences in the American nations.
199. Miller, Evelyn: *Extra Curricular Activities for the Spanish Department*. (Order from E. M. Berger, 1434 Everett Ave., Oakland 2, California). 97 pp., 75 cents prepaid, mailing costs included. Helpful suggestions for clubs, assemblies, dramatics, the Spanish newsy, the Department Handbook, exhibits, parties, music, and games. An appendix gives sources of materials.
200. **FR**—Buck, S., Stiefel, W. E., Walker, T. C.: "The Tennessee French Tournament." xvi: 293-297 (Feb. 1943). The details are given on the conduct of the tournaments in Tennessee in 1939, 1940, 1941. The tournaments seem to demonstrate the value of such contests as a means of stimulating both teachers and pupils.
201. **FR**—Fulton, Renée Jeanne: "Vive le cercle français." xvi: 391-395 (March 1943). This article is an answer to A. M. Withers, "A View on Language Clubs," *French Review*, December, 1942. The French Club is a means of developing the whole child. The good educator will capitalize on the natural gregarious instinct of adolescents. The poor leader finds himself overburdened because he is trying to run every phase of the club. The French Club today is a channel for promoting morale and aiding the war effort. It gives students the assurance, facility, and ease which cannot be acquired in the usual classroom situation.
202. **FR**—Guédenet, Charlotte and Pierre: "French Houses in American Colleges." xvi: 481-496 (May 1943). An article dealing with (1) the establishment of the French house; (2) its organization and policies; (3) its social and academic activities. The factors listed as the most important in the success of the French House are: (1) choice of head of house; (2) cooperation of the faculty; (3) social atmosphere and activities; (4) physical aspects of the house; (5) selection of students.
203. **FR**—LeSage, Laurence: "The Causerie." xvi: 402-405 (March 1943). The *causerie* is an informal meeting of students who wish practice in speaking French. In an informal restaurant students feel freer to express themselves in French. The *causerie* is so informal and casual that it need not conflict with or even duplicate existing organizations.
204. **FR**—Wagner, Herriette C.: "Contributions of French Civilization to American Life: A High School French Club Project." xvi: 50-51 (Oct. 1942). A plan adopted by the Junior French Club of Hunter College High School by which various committees were formed to study French contributions to American life. Provides for individual differences, scientific investigation, organizational experience, arouse student curiosity about origins of our civilization.
205. **FR**—Withers, A. M.: "A View on Language Clubs." xvi: 115-121 (Dec. 1942). The lan-

guage clubs consume time and energy needed in normal classroom work. The leaders need special training. Some value may come if natives of the country be employed as leaders. The language club should be examined to see if it is really making any contributions.

206. **H**—Stanley, Joseph: "A Spanish Class Moved Into the Community. xxvi: 185 (May 1943). The class was in the Union High School, Livermore, California. Livermore, the first American settler in Livermore Valley, married Josephine Higuera, whose family owned an immense tract of land. The class wrote and presented a play on this pioneer courtship and marriage. The students thus acquired an insight into the Spanish-Mexican-Californian background. As a result they have more respect, appreciation and understanding of their fellow-citizens of Latin American descent.
207. **MLJ**—Beachboard, Robert L.: "Suggestions to Popularize French." xxvi: 517-521 (Nov. 1942). Because of a lack of sufficient interest in French, Stephens College instituted a program of practical French activities which included trips to places of French culture, operas, radio programs, French food and meals, motion pictures, special up-to-date reading material, a project week, lectures, festivities, and correlation with other departments. After four months, a relative increase of 16% in interest and of 79% in value was revealed.
208. **MLJ**—Coates, Mary Weld: "Spanish—Or This Other Thing?" xxvi: 436-438 (Oct. 1942). The author takes issue with an article published in the March issue of the M.L.A. which recommended Spanish correspondence between schools in this country as more satisfactory than genuine Spanish correspondence. It is vital to teach correct Spanish and awaken a consciousness of idiom in the students and this can be aided only by real Spanish correspondence. The author mentions several means of securing correspondents for the students.
209. **MLJ**—Orwen, Gifford P.: "Whither the Language Club?" xxvii: 25-30 (Jan. 1943). Real linguistic progress for the average American student takes place only in the classroom. Students cannot be expected to converse much in a foreign tongue after three or four years of language study. The language club, however, is justifiable if it adds interest in the language and offers congenial entertainment. Suggestions for programs include presenting a condensed version of an opera, a brief résumé or marionettes with programs in the language, *ouvruses*, refreshments between acts, etc., an evening of popular music in the language, a short play, a café or night club scheme, a special dinner with special food characteristic of the country.
210. **MLJ**—Peacock, Vera L.: "La Donna è Mobile." xxvii: 418-420 (Oct. 1942). This title should be applied to classroom techniques. There is need for variation. Some devices are suggested for this purpose, and to correlate the foreign language work with other subjects, and also to bring it closer to the student's daily life. For *oral practice* such ideas as dramatizations, debates, exhibitions, running comment on slides are suggested. For *vocabulary drill*, cross-word puzzles, anagrams, flash cards, spelling contests might be tried. For *pronunciation* the use of records, assembly talks on pronunciation of common foreign words, use of recording machines are suggested. For *aural comprehension*, use of foreign films, use of short dictations. These are only a few of the useful ideas offered in the article. The author also gives the addresses of places from which these and other materials may be obtained.
211. **SA**—Peacock, Vera L.: "Le Cercle Français Meets with El Centro Hispano." xiv: 101-102 (Nov. 1942). If French and Spanish groups meet together the question is: what sort of programs will suit two groups with like interests and aims but who are totally incapable of understanding each other? If it is just a matter of an occasional guest night program, it is possible to have the usual run of songs, recitations or plays in each language. If the two clubs must meet jointly for any length of time, the program must embody materials of interest to both groups and concentrate on the areas where the two civilizations meet. A number of helpful suggestions are given.
212. **SA**—Peacock, Vera L.: "A Challenge to the Spanish Clubs." xiv: 14 (Sept. 1942). The high school Spanish clubs should not stop with Mexican programs but should try to expand their knowledge to include other Latin-American countries. A club can devote a program to three or four countries, covering the geography, history, economic and political features, etc. An assembly program might be arranged by the club in which Argentina, for example, is discussed. Suggestions for this program are given. The club may influence the town library and book clubs.
213. **SPR**—Fulton, Renée Jeanne: "Foreign Language Division Promotes Activity." ix: 12 (May 1943). The director of the Foreign Language Publications Division C.S.P.A. gives an interesting review of the development of foreign language publications since their appearance in 1930. Since 1940 student magazines and newspapers in French, German,

Spanish, and Latin have been entered in every annual contest of the C.S.P.A. Other entries have been recruited in Italian, Slovak, and Hebrew. Most of the publications are written entirely in the foreign language and excellence in "content" is stressed.

XVIII. TEACHER QUALIFICATIONS, CERTIFICATIONS; GRADUATE WORK (See 101)

214. Kaulfers, Walter V.: *Modern Languages for Modern Schools*. McGraw-Hill Book Co. 1942, xvi: 525 p., \$3.50. This book is different. It criticizes sharply, but it tears down in order to build; it presents a program. The author addresses himself mainly to graduate students and teachers in service, but he may be read with profit by the beginner, the school administrator and the language expert. He presents what he calls an "organismic" conception of language as contrasted to the traditional "atomistic" conception, in other words a process of learning by interrelated wholes or unities—meaningful sentences that convey worthwhile ideas—as contrasted to learning by isolated or non-related bits or parts—lists of words, the separate sounds, the forms of verbs, etc. He gives valuable lists—psychological principles of learning, criteria for efficiency in conducting a class, in school management. The book is extensively documented.
215. BAAUP—Withers, A. M.: "Our Language Health." xxix: 392-397 (June 1943). The author points out why it is extremely important that those preparing to be English teachers should have genuine first-hand knowledge of at least two modern foreign languages and Latin. He insists that it is definitely the responsibility of the present English teachers to see to it that this requirement is carried out.
216. BUI—Potthoff, Edward F.: *The Combinations of Subjects of Specialization for High School Teachers of Foreign Languages*. xl: 39 pp. (Dec. 29, 1942). This report undertakes to throw additional light on the problem as to the combinations of subjects to be assigned to foreign language teachers, special attention being given to the larger secondary schools and to changes in their foreign language offerings during 1939-1942. Some recommendations are made in the light of the findings of the study.
217. FR—Kandel, I. L.: "The Study of Foreign Languages in the Present Crisis." xvi: 16-23 (Oct. 1942). Poorly prepared teachers, increases in number of courses, increase in enrollments have harmed foreign language teaching as well as other subjects. Competition between French and Spanish cannot be ignored, but Spanish alone in schools is not going to promote international understanding. We must not forget our debt to cultures of Europe. Foreign languages are subjects which are valuable irrespective of time and place and available resources when special occasions arise. Foreign languages give access to mentalities and the world crisis today is a conflict of mentalities.
218. JHE—Dunkel, Harold B.: "Foreign Languages for the Ph.D." xiv: 403-408 (Nov. 1942). The author feels that many students believe that foreign language requirement, which was instituted because it was considered useful and necessary, is for them useless and unnecessary. More scholarly material is now available in English; translating and abstracting journals have sprung up in many fields. Graduate schools have clung to the requirement for fear of "lowering the standards." We should have the courage to question the assumption that the requirement and examinations in their present state represent a real standard. The easiest way of seeing how much of foreign language the student needs as a tool for his work is to see how well he does his work. If he can produce the work, he is using all the necessary tools, languages included.
219. JHE—Stoke, Harold W.: "Foreign Language and the Ph.D." xiv: 357-361, 398 (Oct. 1942). The results of personal interviews with 84 students from among those scheduled to receive Doctors' degrees at the University of Wisconsin in June, 1941. Table I shows language preparation in high school and college of candidates for Ph.D. Efforts were made to discover also what special preparation, if any, candidates made for language examinations. All students were required to state candidly their estimate of the value of the languages as desirable requirements for the Ph.D. The candidate seems to feel that even a superficial knowledge of languages is useful in enabling him to explore sources. He believes strongly enough to prefer his investment in languages to other ways in which he might have invested his energy.
220. MLF—Burke, Victor W.: "Recapitulation of Foreign Language Positions Advertised in a New York Newspaper During 1941." xxvii: 52-54 (March, June 1942). (Eighteen languages were included.) Spanish appears to be the most important commercial language at the present time. About 98% of the female positions requiring a knowledge of Spanish were of a clerical or secretarial nature. The male positions ranged from office boy to foreign representative.
221. MLJ—Owens, J. H.: "Teachers' Standards and Teacher Improvement." xxvi: 573-586

(Dec. 1942). The article consists of two parts: the first a study of seventeen state certification codes in the state Department of Education; and second, suggestions for the improvement of teachers. There has prevailed administrative chaos in the issuance of certificates; the past decade has shown a trend toward centralization in the State Department of Education. We are in a transition period and the code requirements must be gradually lifted to at least the requirement of a minor in the subject to be taught. Reasons are listed for accepting the codes of the state departments, and also a number of flaws are listed. A table reveals the current situation in seventeen states. Colleges have the control and they can and must hold up a high standard for the minor; college standards for a minor are usually far above the code levels. Colleges must work together and agree upon their terminology. Teachers must be held to certain requirements but demands cannot be too extravagant. "Let us make haste slowly but methodically."

222. **MLJ**—Rose, Ernst: "Language Examinations for Ph.D. Candidates." xxvii: 194-199 (March 1943). The author discusses the conclusions at which he had arrived on the basis of an extended experience with language examinations for Ph.D. candidates at New York University. These are: (1) the best time for the examinations; (2) the requirements to be met (the expression "a reading knowledge of German" ought to be more specific); (3) the preparation of the students (helpful suggestions are given to the student as to how to go about preparing himself for the examination and these are mentioned in the article); (4) the form of the examinations (the examination at New York University consists of two parts: *a.* a typewritten page from an elementary reader to be translated without the dictionary, *b.* another typewritten page taken from a text of medium difficulty in the student's special field and the use of the dictionary is permitted). Only a correct translation is required, not one of beauty or idiomatic accuracy. Two marks are given: passed, and not passed. If the student fails, he may take another test half a year or a year later.
223. **MLJ**—Wildman, Clyde E.: "The Teacher Who Is Remembered." xxvii: 564-572 (Dec. 1942). Some of the qualities which are necessary to make a really great teacher are discussed under the headings: (1) he must have a knowledge of and enthusiasm for the subject which he is teaching, (2) he must be really interested in his students, (3) he must be interested in the world and relate what he is teaching to the chaotic world in which we find ourselves, (4) he must have in his teaching the real quality of inspiration; he must teach students how to think as well as inspire them with thoroughness.

XIX. TESTING; APPRAISALS

224. **MLJ**—Goggio, Emilio: "Attendance, Class Work and Examinations in Modern Language Courses for Beginners in Colleges and Universities." xxvii: 184-185 (March 1943). Because of the need of individual instruction for beginners in modern language courses, the author makes these suggestions: (1) the number in any beginning language class should be limited to 20 or less; (2) class attendance should be made compulsory; (3) insist upon proper preparation; (4) see that each student takes an active part; (5) students who neglect their work should be weeded out after the first few weeks; (6) give surprise 20 minute tests to ascertain how much knowledge has been retained; (7) let these tests and class work count at least two-thirds of the final mark, instead of basing grade on a two or three hour examination at the end.
225. **MLJ**—Dummer, E. Heyse: "A New Vocabulary Test." xxvii: 21-24 (Jan. 1943). New techniques make possible more interesting tests. The author illustrates with a test of his making which is easily constructed, administered, checked and graded. It is suitable for measuring both vocabulary and story retention at the end of a term or half term.
226. **T**—"Testing French. A New Type of Examination." 1429-457 (Sept. 19, 1942). There are two "definite and logical" methods of teaching French: the direct method and the translation method. It is suggested that a way to find which is right or whether one should predominate might be to prepare an examination which will give to all types of teachers freedom to use the method they think best and to experiment and investigate without endangering their own or their pupils' interest. The examination divided into sections A (based on direct method) and B (based on translation method) is briefly discussed.

XX. VOCABULARY; LANGUAGE (See 9, 80, 81, 89)

227. Bloch, Bernard and Trager, George L.: *Outline of Linguistic Analysis*. Baltimore: Linguistic Society of America at the Waverly Press, Inc., 1942, 82 pp., 75 cents. The book-let presents in brief summary the techniques of analysis which are necessary for learn-

- ing a foreign language by the method of working with native speakers and arriving inductively at the grammatical system of their language. The material is intended for a class or group under the guidance of a trained linguist, or by an individual student working alone. It should also be useful to the professional teacher of languages in high school.
228. **Kendrick**, Edith Johnston: *A Semantic Study of Cognates in Spanish and English*. An abstract of a Ph.D. thesis, Urbana, Illinois, 1943. The purpose of the study is to establish the semantic identity, similarity, or dissimilarity of the cognates which occur within the 3000-word limit of the Thorndike and Buchanan lists; to provide information as to the extent to which meanings are equivalent; and to state the meanings which are different.
 229. **BNEMLA**—Walsh, Donald D.: "Spanish Diminutives." v: 26 (Nov. 1942). The author lists Spanish diminutives attached to descriptive adjectives and adverbs together with the approximate translation. Example: *acasito*—just in case; *ahorita*—right away.
 230. **FR**—"Vocabulary of *Actualités*." xvi: 268-270 (Jan. 1943). A list of war terms is given classified as to arms, supplies, tactics, aviation, propaganda, etc.
 231. **GQ**—Wooley, E. O.: "Increasing the Passive Vocabulary in German." xvi: 64-75 (March 1943). Helpful suggestions to develop in the student the power to infer the meanings of new words. The study includes two parts: I. Increasing Vocabulary by Rule; II. Increasing Vocabulary by Studying Word-Families. In using such a list the teacher supplies English meanings whenever necessary.
 232. **H**—Jones, Willis Knapp: "Must We Use Idioms?" xxvi: 65 (May 1943). An idiom is a structural form peculiar to a language. It is an expression of which the whole is not the sum of its parts. Writers of beginning grammars should not shut idioms off in separate sections. It is a great mistake to call special attention to them. We should treat them as vocabulary problems—necessary, like other words in the Spanish language, but not harder to learn.
 233. **JEP**—Gragg, Donald B.: "The Contributions of High School Latin, French, and Spanish to English Vocabulary." xxxiii: 615-622 (Nov. 1942). This article is an abstract of an unpublished Ph.D. dissertation in Ed. Psychology at the University of Texas, June, 1942. The compiling of lists of potentially contributing words is the primary aim of the study but due to lack of space these lists had to be omitted from the article. Two of the conclusions reached are: (1) high school Romantic (French and Spanish) languages may contribute to the meaning of useful new English words, (2) the differences between the contributions by the Romantic languages are not large, (3) English words already known by students at the time they begin the study of foreign languages contribute to an understanding of 58% of the new words of useful English vocabulary.
 234. **MLJ**—Huebener, Theodore: "An Air Vocabulary of 100 Words." xxvii: 353-355 (May 1943). The article lists words useful in aviation in English, French, and German, classifying them under the heading of aviation, the aviator, the airplane, the engine, types of planes, the airport, flying aerial warfare, air defense.
 235. **MLJ**—Kurz, Harry: "The Problem of the Dictionary." xxvii: 62-72 (Jan. 1943). Report of an investigation among publishers of foreign language texts about the possible suppression of end vocabularies and the substitution of a generally accepted dictionary. The author quotes some of the publishers' answers to his questions which included one on the possible sponsorship of a new and inexpensive dictionary for French, Spanish, German and Italian. He presents a problem worthy of consideration and one which may lead to a consideration of some pedagogical questions. (Dictionaries now available together with their cost are listed.)
 236. **GQ**—Magyar, Francis: "The Compilation of an Active Vocabulary." xv: 214-217 (Nov. 1942). The author compares the words contained in the Berlitz list and those contained in Messrs. Wendt and Schinnerer. It is debatable how many words the average student in two years of high school or two semesters of college German can assimilate. The writer also compared the Berlitz words with those in the Morgan *Word Book* and found that only about 100 words of Berlitz are not contained in Morgan. His conclusion is that until a more adequate list is compiled, the Morgan work can be well used for the teaching of an active vocabulary also.
 237. **FR**—Poirier, Yvonne: "Le Français, langue commerciale." xvi: 329-332 (Feb. 1943). Temporarily, at least, the teaching of French must change. French teachers have kept the idea that French is a cultural language. The vocabulary must be immediately usable. The unique qualities of French as a commercial language is "Tout ce qui n'est pas clair n'est pas français."
 238. **MLJ**—Peacock, Vera L.: "Foreign Words in Everyday Reading Matter." xxvi: 589-591 (Dec. 1942). The author points out the frequent occurrences of foreign words and phrases

in a number of magazines and books, as well as in advertising of all sorts and especially of luxury items. Students should be encouraged to find them and bring them to class. They could be used as a basis for drill exercises, notebook projects and contests. Why not use this material to add zest to vocabulary building and to increase the students' interest in reading?

239. **MLJ**—Redick, Joseph: "Another Aid in Teaching Vocabulary." xxvii: 587-588 (Dec. 1942). The teacher gives a word in the language studied and the designated student responds with the first word he thinks of. For example, *porte* might suggest *fenêtre*. This exercise which should be thought of as a game can be recommended because: (1) it has the appeal of novelty, (2) it helps develop aural comprehension, and (3) it allows the use of the language at an early stage.
240. **MLJ**—Stevens, L. C.: "Textbook Vocabularies and Deceptive Cognates in Spanish." xxvii: 116-118 (Feb. 1943). Authors of Spanish textbooks often fail to indicate deceptive cognates in their vocabularies. This leads to ridiculous errors in student translations. More attention should be given to range of meaning in English and Spanish. A number of words are added to the list published by Mr. Stephen Scatori in his article on "Deceptive Cognates in Spanish." (**MLJ**, Vol. 16, 1931-32, pp. 396, 401.)

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